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# *The* NORTH CENTRAL ASSOCIATION QUARTERLY

Association Notes and Editorial Comment

Intercollegiate Athletics

Education and Public Confidence

Modern High School and Service to America

Success of Today's Schools

Layman's Stake in Education

Proposed Budget for 1952-53

Treasurer's Report for 1951-52

Fifty-eighth Annual Meeting of the  
Association, Palmer House, Chicago, March 23-27, 1953



# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges  
and Secondary Schools*

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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*Volume XXVII*

OCTOBER 1952

*Number 2*

## ASSOCIATION NOTES AND EDITORIAL COMMENT

### NINETEEN GREAT DAYS OF EDUCATIONAL INTERPRETATION

EACH SEPTEMBER, as I face the first faculty meeting or first assembly of the student body, I am deeply moved by the realization of the tremendous task confronting those of us who are attempting leadership in education. The challenge which faces us in this September of 1952 has probably never been greater. It is imperative that we rise to the occasion to provide the leadership which our faculty members must have if they are to accomplish the tremendous task of teaching the children and youth to become good citizens of this Republic. This year in particular one of our most important tasks is that of interpreting the school and college program to the parents, patrons, and citizens of each community.

As president of the North Central Association, I should like to call upon each college and secondary school administrator and faculty member to join me in conducting a program of interpretation of current educational objectives and activities throughout the whole North Central territory. That this may be accomplished, I am asking each chairman of the nineteen state committees of the Secondary School Commission to assume the responsibility in his state for planning and organizing a one-day meeting that will be a most powerful force for interpreting education in that state. I am

also asking the member schools and colleges of each state to cooperate to the fullest extent with the state committee in order that this "Great Day for Educational Interpretation" shall bring together representatives of every organization which has a stake in the educational program of that state, the North Central territory, and the nation as a whole.

Representatives from every school and college, member and non-member alike from every citizen group, should be invited to join in the program of the day. This would include school superintendents, college presidents, deans and professors, school board members, trustees and regents of colleges and universities, members and officers of Parent Teachers Associations and Alumni Associations, representatives of service clubs of business and industry, and professional groups, representatives of labor unions and chambers of commerce, representatives of every school and college faculty, administrative officers, state departments of public instruction, patrons of every school and college, and citizens from every town and hamlet in the state.

It is my hope that during this our fifty-ninth year, we shall provide the greatest program of service that we have ever provided to our member schools and colleges and their constituents through this program of "Nineteen Great Days of Educational Inter-



pretation" in the nineteen states of the North Central Association of Colleges and Secondary Schools. When we come together next March at the annual meeting in Chicago let us have behind us a record of educational interpretation such as the North Central has never recorded before. That our fifty-ninth year may bring the North Central Association to every nook and cranny of the North Central territory is my sincere hope.

MILO BAIL, *President*  
*North Central Association of*  
*Colleges and Secondary Schools*

#### WHO READS "THE QUARTERLY"?

THE MEMBERSHIP of the North Central Association is made up, not of individuals but of institutions: 3,198 high schools and 368 colleges and universities. This is an imposing list. True, these institutions speak through duly elected representatives at the annual meetings of the Association and by a smaller number between such sessions, but voting on business matters is a delegated function only; the real authority in each case lies back at the home base from which each "delegate" comes. Thus the question naturally arises, How completely advised about Association matters is each member institution that speaks through its representative? He and his fellows comprise the Executive Committee of the Association, the Commission on Colleges and Universities, the Commission on Secondary Schools, and the Commission on Research and Service—the four basic units of the Association. The actions of these respective organizations are subject to review at the plenary sessions of the Association. The constitution specifically requires the validation of certain types of business transacted by the Commission on Colleges and Universities and the Commission on Secondary Schools.

Such validation should be based, of course, upon the informal judgments of those who vote.

But most of all this may be thought of as merely procedural. Overshadowing everything of this character is the work of the Association as a great educational body. If the complete history of the professional labors of the Association *could* be written, it would be a romantic revelation of the development and protection of education in approximately one-half of the continental United States over the past sixty years.

Now the sole agent that, newswise, binds this picture together is THE QUARTERLY. As the house organ of the Association, it goes to the president, the dean of the arts college, and the librarian in every higher educational institution and to the executive head of every secondary school accredited by the Association. As one can see, this is complete coverage of the members of the Association and, it may be said, at relatively large expense in this period of rising printing and mailing costs. So the question of who reads THE QUARTERLY is not an academic one in any of its aspects.

The immediate purpose of THE QUARTERLY is to keep the officials indicated above posted concerning the run of Association events. The copy addressed to the librarian is intended for conventional library use. But there is disquieting reason to believe that THE QUARTERLY rarely leaves the offices of the other officials who receive it; that teachers in both high schools and colleges rarely have it brought to their attention in any systematic way and consequently are not aware of the untapped wealth of helpful information that lies between its covers. To most of those in the classroom, the North Central Association has only vague meaning, we fear, and they know prac-



tically nothing about the true character of its work as a consequence.

The message, "Nineteen Great Days," from President Bail is directed primarily to state chairmen, but its logic applies to every institution that belongs to the Association. Whenever the head of a school or college keeps his staff fully informed about the institution they serve, he multiplies himself by that number and thereby increases his effectiveness. As much can be said in regard to him as an element of the Association. Moreover, every teacher in a North Central high school and college can draw upon the resources of the Association *provided that* THE QUARTERLY is brought from the shelves and desks of those who receive it and used for that purpose. Finally, John Bainbridge, in September *McCall's*, says, "From New York to California the public schools are in the tightest fix in history." He also says that "the damage already done by the despoilers cannot easily be repaired and there is small hope that their insidious labors will soon diminish." It is our steadfast belief that the North Central Association is a bulwark against such assaults as Bainbridge pinpoints in "Save Our Schools," from which the above quotations are drawn. A comprehensive knowledge of its work by harassed school people—and by the public!—would aid in invoking its help.

Let THE QUARTERLY do its job.

HARLAN C. KOCH

#### LIMITATION ON FREQUENCY OF COLLEGE APPLICATIONS FOR ACCREDITATION

IN RECENT YEARS the Commission on Colleges and Universities has become concerned about the frequency with which some institutions have applied for accreditation. One college, for

example has applied three times in the last four years; has undergone three complete surveys by examining committees; and, as a result of these surveys, has been denied accreditation three times. The Secretary of the Commission has advised institutions not to apply so frequently, to wait for at least two or three years following denial of accreditation before re-applying, but this suggestion has not always been followed. The reason for the advice is obvious: a college is denied accreditation, not because of its failure to comply with technicalities, but because the Commission feels that the institution has serious educational weaknesses. Fundamental weaknesses cannot normally be remedied in a short period of time. To strengthen a weak faculty; to reorganize and augment an inadequate library; to revise an unsatisfactory curriculum; to reduce an educational program that is over-extended in terms of the resources of an institution—such improvements as these require much more than a year or two. When a college re-applies before its weaknesses have been remedied, this results in unnecessary expense to the institution itself and an unwarranted drain on the time and energy of the Commission and the Board of Review.

In the light of these considerations the Commission on Colleges and Universities took the following action at the Annual Meeting of 1952: *an institution denied accreditation after a complete survey will be expected to wait at least three years before re-application for accreditation.* This action becomes effective with all institutions that apply in 1952. We believe the new policy is a distinct improvement in our college accrediting procedure.

MANNING M. PATILLO, JR.,

Associate Secretary,  
Commission on Colleges and  
Universities



THE EXECUTIVE COMMITTEE RESCINDS  
REGISTRATION FEE AT THE ANNUAL  
MEETING

LIKE ALL other institutions as well as individuals, the growing inflation in recent years has brought to the North Central Association the problem of the increasing costs of its activities and services. For a number of years the Executive Committee fought to balance the budget of the Association in the face of these increasing costs without an increase in income. Since this was a losing battle, the Executive Committee was forced to find some source of additional income. After serious consideration of all the issues involved, the Executive Committee in 1947 authorized the collection of a registration fee at the annual meeting with the understanding that the payment of the registration fee was a voluntary matter. No one was to be denied admittance to meetings or participation in the activities of the Association because he did not pay the fee.

The registration fee has been in operation sufficiently long to test its worth. It has brought in an average annual income of about \$1730.00. This sum has not kept pace with the increasing costs of the Association, as the fact that the Executive Committee has found it necessary to transfer funds from reserve to balance the budget attests. It is evident that other sources must be found to provide an adequate income for the Association's activities. There is also considerable evidence that many persons attending the annual meeting believe that it is unsound to charge a registration fee. For these and other reasons the Executive Committee at its meeting on June 28, 1952, unanimously passed a motion rescinding the collection of a registration fee at the annual meeting. In accordance with this action, no registration fee will

be charged at the annual meeting in March, 1953.

CHARLES W. BOARDMAN, *Secretary*  
*North Central Association of Col-*  
*leges and Secondary Schools*

FRATERNAL DELEGATES

LIAISON among the regional accrediting associations is maintained by having "fraternal delegates" attend the annual sessions of the various organizations. These delegates enjoy every courtesy that their official title implies: attending meetings, sessions of committees, invitations to discuss "how it's done in my Association," and the like. Over the years, this exchange of visits has become a very fruitful tradition.

The printed program for each annual meeting of the North Central Association carries the names and professional titles of the delegates for that year. In 1952, the list was as follows:

*Middle States Association of Colleges and Secondary Schools.*—Lester W. Nelson, President of the Association, Principal, Scarsdale High School, Scarsdale, New York.

*New England Association of Colleges and Secondary Schools.*—William G. Saltonstall, President of the Association, Principal, The Phillips Exeter Academy, Exeter, New Hampshire.

*Northwest Association of Secondary and Higher Schools.*—Fred L. Stetson, Secretary of the Association, formerly Professor of Education, University of Oregon, Eugene, Oregon.

*Southern Association of Colleges and Secondary Schools.*—Guy H. Wells, President of the Association, President, Georgia State College for Women, Milledgeville, Georgia.

Those who will represent the North Central Association at the meetings of the other Associations in 1953 are as follows:

*Middle States Association of Colleges and Secondary Schools.*—T. H. Broad, Principal, Daniel Webster High School, Tulsa, Oklahoma, and a member of the Steering Committee of the Commission on Research and Service.

*Southern Association of Colleges and Secondary Schools.*—P. M. Bail, President, Omaha Uni-



versity and President of the North Central Association.

*Northwest Association of Secondary and Higher Schools.*—Julian L. Maline, S.J., Professor of Education, West Baden College of Loyola University, West Baden Springs, Indiana, and a member of the Executive Committee of the North Central Association.

*New England Association of Colleges and Secondary Schools.*—George W. Rosenlof, Dean of Admissions at the University of Nebraska and immediate past president of the North Central Association.

#### THE 1952-53 JOHN HAY WHITNEY AWARDS TO RETIRED PROFESSORS

EDITOR'S NOTE. The academic loss incurred through the mandatory retirement of still-capable faculty members, as well as the psychological effect of such retirement upon the members themselves, is attracting mounting interest. This interest is enhanced as more and more attention is given to the problems of aging. Therefore, the creation of teaching awards for outstanding retired professors by the John Hay Whitney Foundation (30 Rockefeller Plaza, New York City) is timely, to say the least. To give as wide publicity as possible to these awards, THE QUARTERLY publishes with pleasure the following announcement.

THE FIRST SIX awards to outstanding retired professors who will continue teaching and consultative responsibilities at selected small liberal arts colleges for the academic year, 1952-53, were announced in June by the John Hay Whitney Foundation under its new program of Whitney Visiting Professors in the Humanities. At the same time, the Foundation made known a plan to establish a Registry of professors in the humanities who, although retired, still wish to teach.

The five men and one woman who were chosen for awards on the basis of distinguished records in their respective fields, together with the colleges at which they will be in residence during the current academic year, are as follows:

Miss Cornelia C. Coulter, Professor of Classics at Mt. Holyoke College, South Hadley, Massa-

chusetts, will go to Hiram College, Hiram, Ohio

Hilbert T. Ficken, Professor of German and Comparative Literature at Baldwin-Wallace College, Berea, Ohio, will go to Furman University, Greenville, South Carolina

Erwin K. Mapes, Professor of Spanish at the State University of Iowa, Iowa City, Iowa, will go to Kenyon College, Gambier, Ohio

Wilson P. Shortridge, Professor of History at West Virginia University, Morgantown, West Virginia, will go to Whitman College, Walla Walla, Washington

Louis E. Wolferz, Professor of Foreign Languages at Yenching University, Peking, China, will go to Earlham College, Richmond, Indiana

Arthur Evans Wood, Professor of Sociology at the University of Michigan, Ann Arbor, Michigan, will go to Wittenberg College, Springfield, Ohio

The six participating colleges for 1952-53 were chosen on the basis of their requests for persons with special qualifications in the fields represented by the six professors appointed.

Responsibility for salaries will be assumed by the Foundation. As part of its role as "host" institution, each college will provide housing for the visiting professor.

"Lectures, seminars, and informal conferences with students and faculty may all be part of the Visiting Professor's activities," Professor Harry J. Carman, Chairman of the Foundation's Division of the Humanities, announced. "Enriched instruction in the humanities is the principal aim of this program," he continued. "While as a result of mandatory retirement regulations these people are no longer teaching at their previous institutions, they have a wealth of experience and wisdom to share with college students and faculty," Professor Carman concluded.

Although appointments of the six professors will not extend beyond June, 1953, selection of awardees will be made for successive years. The Foundation is currently receiving



names of professors prominent as teachers in the fields of the humanities—the arts, history, languages and literature, philosophy, religion, and the social sciences—who are reaching retirement. Suggestions are accepted from presidents, deans, or faculty colleagues, rather than from a retiring professor on his own behalf.

In addition to selection from among these names of Whitney Visiting Professors for 1953-54, a Registry will be maintained at the Foundation, from which information will be available without cost to presidents of colleges and universities considering the appointment of a professor retired by another institution.

Members of the Administrative Committee of the Division of the Humanities which selected the professors and colleges include, in addition to Professor Carman:

Dean William C. DeVane, Yale College; Dr. Frederic Ernst, Deputy and Associate Superintendent of Schools, New York City; President Charles S. Johnson, Fisk University; President Millicent C. McIntosh, Barnard College; Dr. Charles E. Odegard, Executive Director of the American Council of Learned Societies, and Dean-elect of the College of Literature, Science, and the Arts, University of Michigan; and Dr. Cyril Woolcock, principal, Hunter College High School, New York City.

#### CONTRIBUTORS TO THIS ISSUE

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## ATHLETIC POLICIES OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS<sup>1</sup>

J. B. EDMONSON, *Chairman*  
*Committee on Athletics*<sup>2</sup>

THE MEMBERS of the North Central Association of Colleges and Secondary Schools are genuinely disturbed about the extensive criticisms of intercollegiate athletics as expressed in news items, editorials, radio talks and special articles in magazines. Many college officials have been outspoken in condemnation of bad athletic practices. While it is doubtless true that a minority of higher institutions are guilty of serious violations, the current criticisms reflect unfavorably on all colleges and universities, the guilty and the non-guilty. In the interest of maintaining public confidence, it is believed that most educational institutions will support vigorous efforts to eliminate corrupting influences and practices in intercollegiate athletics.

Most higher institutions will support the view that wholesome programs of athletics have real values for the participants as well as for the total educational program. As the largest of the regional accrediting agencies, the North Central Association of Colleges and Secondary Schools recognizes that it has an important responsibility for

statesmanlike efforts to restore athletics to a more favorable position in higher education. The Association, therefore, views with alarm such basic evils as laxity in academic requirements for athletes, tricky practices in recruitment, low standards of sportsmanship on the part of players and audiences, and the purchasing of prospective players through athletic scholarships and grants-in-aid. In some instances colleges seem to be engaged in unwarranted exploitation of players with emphasis on gate receipts rather than educational values.

*The new athletic policies.* For many years the North Central Association of Colleges and Secondary Schools has had a general regulation dealing with intercollegiate athletics. In recent years, however, it has become increasingly clear that this regulation has not been adequate as a basis for curbing the serious abuses. In April, 1952, the North Central Association reformulated its athletic regulations and decided that greater weight should be placed on these in the future accrediting of higher institutions. The new program was adopted by a unanimous vote.

Two features of the new policies are especially noteworthy. First, the Association re-affirms the basic principle that colleges and universities exist for educational purposes and that athletic programs conducted on an entertainment, public-relations, or money-making basis are subversive of the interests of higher education. In the future athletic programs will be judged by the Association in terms of their educational contributions. It is believed that no organization concerned with

<sup>1</sup> This statement was prepared for the Annual Meeting of the Football Writers of America, Chicago, August 15, 1952.

<sup>2</sup> The Association's Committee on Athletics was created in April, 1952. The members of this Committee are: Norman Burns, Secretary, Commission on Colleges and Universities, University of Chicago; Lowell Fisher, Chairman, Commission on Secondary Schools, University of Illinois; Manning Pattillo, Associate Secretary, Commission on Colleges and Universities, University of Chicago; Eugene Youngert, member of the Commission on Colleges and Universities, Superintendent of the Township High School, Oak Park, Illinois; and J. B. Edmonson, member of the Commission on Colleges and Universities and former Dean of the School of Education of the University of Michigan (*Chairman*).

athletics has gone so far as the North Central Association in educational emphasis in its athletics policies.

Second, the revised athletic policies of the North Central Association will be enforced through the *regular accrediting machinery of the Association*. An unsatisfactory athletic situation can have such far reaching consequences that the existence of a bad situation in an institution will be regarded as a serious enough weakness to justify the denial of further accreditation by the Association. The Association will insist that athletics be considered on institution-wide interest; no longer can intercollegiate athletes be considered the exclusive province of athletic directors and coaches as athletic policy is educational policy. Prompt and vigorous inquiries into questionable practices by higher institutions is planned by the Association.

*Digest of the new athletic policies.* The policies of the North Central Association relating to athletics are set forth in a special publication, copies of which may be secured from Professor Norman Burns of the Department of Education, University of Chicago.<sup>3</sup> Some of the athletic policies may be summarized as follows:

1. Every accredited higher institution is expected to have a printed account of the purposes and scope of its athletic program.
2. The chief administrative officer of a college or university will be ultimately held responsible by the Association for the wholesome conduct of intercollegiate athletics.
3. Members of the coaching staff are expected to be regular members of a college staff with the same tenure rights and other privileges as other faculty members.
4. Special efforts to recruit students because of athletic prowess are condemned as "unworthy" of an institution of higher education.
5. No special consideration by lowering standards is to be extended to athletes seeking admission to a college.
6. Athletes are expected to meet the same academic requirements as other students and are expected to make normal progress toward degrees or diplomas in order to be eligible.
7. The subsidization of athletes is strongly disapproved, especially athletic scholarships and "free rides" through college.
8. Outside organizations or clubs that engage in recruitment or subsidization for a college are disapproved.
9. While bowl games and spring practice as such are not mentioned in the criteria, long practice sessions and frequent trips that interfere with the educational interests of athletic participants are disapproved.
10. The financial control of intercollegiate athletics is expected to be similar to the control of the other financial activities of a higher institution.
11. It is expected that a college or university will strive to maintain a good reputation for fine sportsmanship.
12. An accredited college or university is expected to refrain from practices that may affect adversely the efforts of high schools to maintain clean athletics, such as abuses in recruitment, subsidization and circumvention of admission requirements.
13. If the publicity issued by a member institution gives such prominence to intercollegiate athletics as to obscure academic activities and achievements the Association will be very critical of that institution's educational policies.

*Enforcement of the new athletic policies.* The new athletic regulations will become effective on September 1, 1952, and the Association has instructed its Committee on Athletics to formulate plans for securing their acceptance by member institutions. Such acceptance will be sought by informing the faculties, the alumni, and the students of the new regulations. An effort will be made to develop a climate of public opinion favorable to clean athletics with emphasis on educational values. Strong support will be sought from sports writers, intercollegiate conferences, the NCAA, the ACE, and the U. S. Olympic Committee. Much attention will be devoted to enlisting the positive support of state and national associations of high school principals, many of whom are convinced that bad practices

<sup>3</sup> Officially published in full in *THE QUARTERLY*, July, 1952, pp. 17-20.—EDITOR.



in the colleges will eventually corrupt athletics in the secondary school. In its efforts to secure acceptance of the new regulations, the possibility of withdrawal of accreditation by the Association will be kept before those higher institutions that tolerate unwholesome athletic practices.

This Committee on Athletics has formulated plans for the Association which include the following:

1. Conferences in the several states are being planned to which representatives of the higher institutions, intercollegiate conferences, the state high school athletic associations, the state secondary school associations, and representative school leaders will be invited. At these conferences the new athletic policies will be discussed with attention to some of the more common problems of the higher institutions and secondary schools of a state. The athletic policies will be reviewed with special attention to their interpretation and enforcement. Through the conferences it is hoped to acquaint college faculties, alumni and students with the determination of the North Central Association to insist upon high standards in athletic practices in all accredited institutions. It is expected that these state conferences will be held in November and December of 1952.
2. A conference in Chicago may be planned with officials of the intercollegiate athletic conferences in the North Central territory at which the Association's policies will be reviewed with special attention to the contributions to enforcement which might be made by the several intercollegiate conferences.
3. The Association's athletic policies will be presented to the sports writers of newspapers as it is believed that these reporters can and will make constructive contributions to the cultivation of a climate of opinion favorable to their acceptance by higher institutions.
4. It is anticipated that studies or surveys will have to be made of a few higher institutions, especially those that persist in bad educational practices in intercollegiate athletics. These studies will have to be quite complete since they will be used to determine the future accredited status of the institutions.
5. It is hoped that a conference of representatives of the six regional accrediting associations may be held as the abuses in intercollegiate athletics are so widespread that the active support of the other regional associations must be sought. Interest in the recent

actions of the North Central Association has been expressed by the other accrediting associations and it is believed that this interest could be further developed at a conference at which common problems might be explored.

*Views of a university president.* On January 11, 1952, President Frederick L. Hovde of Purdue University gave an address before a joint meeting of the NCAA and the American Football Coaches Association. On the values of athletics he said:

As an educator I am convinced that physical education and athletics are a vital and important element in the nation's educational system. If properly developed, conducted, and directed, our athletic program can contribute to the making of better people and citizens. As with other inherently good things, difficulties arise when we lose sight of what we are shooting at and misplace our sense of values.

On the enforcement of rules President Hovde said:

... In the last analysis, enforcement begins at home and at its best is a voluntary acceptance, both emotionally and intellectually, of the rules. It should not be asking too much of educational institutions to do this, standing as they do for all that is best in our democratic society. How can any school or college teach honesty, integrity, respect for law and order, good sportsmanship, and all the other virtues if those in responsibility don't practice what they preach?

It is believed that most college executives would strongly endorse the foregoing views of President Hovde, and the North Central Association plans to capitalize on this potential support for its new athletic policies.

*Sports writers and athletic practices.* Sports writers have always exerted great influence on the standards of athletics in high schools and colleges. Their articles have done and can do much to create a climate of opinion favorable to athletic regulations designed to eliminate corrupting practices. Much can also be done by sports writers to build support for high ideals of good sportsmanship. Some of the specific contributions that have been

or could be made by sports writers included the following:

1. Publishing the requirements for college athletics as adopted by the North Central Association of Colleges and Secondary Schools in April, 1952.
2. Urging athletic conferences to be aggressively concerned with the enforcement of the North Central regulations.
3. Featuring the athletic situations in colleges that have been rated as unusually good.
4. Defending the strong desire of the secondary schools to have bad athletic practices eliminated by colleges and universities.
5. Commending high schools and colleges for incidents of good sportsmanship on the part of players and audiences.
6. Commending the work of officials who insist upon good sportsmanship and clean playing.
7. Publishing interviews with college executives relative to the educational values of clean athletics.

*Views of a sports writer.* At the meeting of the North Central Association in Chicago on April 2, 1952, Mr. Charles Johnson of *The Minneapolis Tribune* expressed some opinions which made a strong impression on the Association's membership.<sup>4</sup> In his paper Mr. Johnson said:

Sport writers have been guilty of listening to the public cry for winning teams. We have demanded the scalps of losing coaches. Too many of us have openly editorialized in favor of the philosophy that there isn't anything wrong with the practice of paying athletes because they filled the stadiums and got nothing in return but back slaps, insignificant awards, and chances to travel.

Mr. Johnson offered the colleges some constructive suggestions. He said:

Let observance of the rules now enacted be uppermost in their minds at all times. Tighten the scholastic entrance requirements to eliminate some of the "soft" courses now on the books. Let's really mean it when we say there must be progress toward a degree. Let's find out about who, why, and how in the matter of free rides through school.

<sup>4</sup> Mr. Johnson's address is published in this issue of *THE QUARTERLY*.—EDITOR.

*Concluding observations.* The North Central Association is encouraged by the concern of other influential bodies about the improvement of intercollegiate athletics, including the American Council on Education, the National Collegiate Athletic Association, the Educational Policies Commission of the N.E.A., the National Association of Secondary School Principals, the National Federation of State High School Athletic Associations, selected intercollegiate athletic conferences, and the other regional accrediting associations.

In the field of interscholastic athletics, the North Central Association is most favorably impressed by the several state athletic associations in the North Central territory. These associations have well-framed regulations and adequate machinery for their enforcement. The North Central Association will continue to work closely with these state high school associations, and with the National Federation of State Athletic Associations.

The Committee on Athletic Problems of the North Central Association is fully convinced that the coming year will be a crucial one in the field of intercollegiate athletics. It is feared that certain influences may attempt to discredit the high requirements of the North Central Association. It is hoped, however, that the North Central Association may be successful in its firm stand against inferior standards, low ideals and unworthy practices in intercollegiate athletics and secure the adoption of a sound conception of the role of athletics in higher education. To capitalize on the present concern about intercollegiate athletics the Association needs support from every source to carry on its program of education and enforcement.



## PRESIDENT SEC TAYLOR ON COLLEGE ATHLETICS

*Excerpts from the Presidential Address of Sec  
Taylor at the meeting of the Association of  
Football Writers of America, Chicago,  
August 15, 1952*

EDITOR'S NOTE.—Mr. Taylor's complete address is not at hand. So important, however, are the following statements which emanated from such a significant source—Mr. Taylor made them as president of the Football Writers of America, as the heading shows above—that they are published out of their original context to supplement Mr. Edmonson's address and, after a fashion, to introduce Mr. Johnson's which follows immediately. Mr. Taylor is the sport writer for *The Des Moines Register*.

"I want to say that I have found the presidents to be sincere in the belief that college athletics have gotten a bit out of hand, particularly as regards recruiting, interference by alumni and townspeople, subsidizing, and gambling. . . .

"I deplore the atmosphere of what I call hypocritical subterfuge in which college athletics are being conducted. It is an atmosphere which breeds contempt for honesty, for rules, and for sportsmanship.

"It is an atmosphere from which athletes are graduated into the busi-

ness and professional world with the wrong outlook on life, with the idea that cheating is the way to get along, to make progress.

"And who can blame them when they see their alma maters, their coaches, even their faculties either cheating or sitting back complacently knowing what is going on in the athletic department, but condoning it by their silence.

"I want to emphasize the fact that I have nothing against coaches. They are my friends. They are, with few exceptions, a group of fine upstanding men.

"They have their jobs to do, even as you and I, and for the most part they do those jobs exactly the way that is expected of them by the presidents, who are their bosses, by the faculty, and by the public.

"So whatever I may have said about them or whatever I may say in conclusion is not a reflection on them. They are simply caught in the whirlpool of pressure athletics and are helpless to do anything about it until the college presidents and faculties give them some help."

## INTERCOLLEGIATE ATHLETICS<sup>1</sup>

CHARLES O. JOHNSON  
*Minneapolis, Minnesota*

DELEGATES to the North Central Association:

I am very sincere when I say that it is a rare privilege for me to have a place on your busy program.

For more than thirty years in line of duty I have met many of the leading educators of the nation.

On most of those occasions it has been a matter of listening as far as I was concerned.

Today the shoe is on the other foot. I'm doing the talking. I hope that I won't bore you.

I also beg your pardon, too, for reading my remarks. This is my first offense and I do it with all confidence in men in my profession who may be listening.

Just so that you may not misinterpret my talk, I want you to know that I have watched the activities of your group very closely over the years. I thoroughly appreciate the work your organization has done and is doing to retain the high standards of education.

I also realize from years of experience that you and most educators and administrators are in sympathy with athletics. I know that you merely ask that sports take their rightful place in any school's regular curriculum with close faculty control.

Your many disciplinary actions in the past have proved that you want competitive athletics run on a sane basis.

I always have felt the same way toward athletics. I have written quite often and quite strongly against certain practices in college sports. As a newspaperman, I have tried to keep uppermost in my mind this one basic fact:

That the most important responsibility of our schools of learning is to prepare youngsters so well that they can go out in the world and solve the many problems they face every day.

The conduct of intercollegiate athletics—and to a lesser degree in our high schools—has been a constant headache for our educators. Problems become more serious at times. We are at one of those stages now.

College boys have admitted that they have been paid to throw games or shave points as the expression goes in sports.

Schools are being accused of helping to professionalize athletes.

Educators are said to be looking the other way when subsidies are given to college boys because of their special athletic talent.

On every side in recent months we have been reading and hearing about overemphasis of college athletics and the many evils that have popped up as a result.

Who's responsible for the current crisis of college sports today?

In my opinion, they are, not necessarily in the order of importance:

1. Educators and administrative authorities, particularly the heads of many institutions.

2. Coaches and athletic directors.

3. The alumni and the general public. The latter includes newspapers and sports writers.

I'm not indicting or accusing every one in these various classifications.

However, all these groups must take the blame even though gambling scandals and professionalizing of athletes through recruiting and subsidizing are limited to a very small number of our educational institutions.

They all suffer when evils of athletics

<sup>1</sup> Delivered before the Commission on Colleges and Universities in Chicago, April, 2, 1952.



are emphasized as they are now.

Let's look into the history of college sports just a little. We find that the demands for reforms and the exposing of wrongdoing aren't new.

For example, in 1892, the late president of Harvard—Charles Eliot—made the headlines when he pointed to these things:

Over-emphasis of college athletics.

Deterioration of academic work.

Dishonesty, betting, and gambling.

Recruiting and subsidizing.

Extravagant expenditures of money, the poor caliber of coaches, and the general corruption of athletics.

Remember John Savage's very thorough, factual, and encompassing report in the Carnegie Foundation exposé back in 1929?

What a stir that created.

Remember what he said in his report after his most exhaustive survey?

Mr. Savage named names. He cited a lot of facts to prove that subsidizing, recruiting and professionalism were running wild just as Dr. Eliot had done some forty years earlier.

Mr. Savage didn't hesitate to place the blame where he thought it belonged. Let me quote just one paragraph from his many conclusions. He said,

"Experience has shown that the man who is most likely to succeed in uprooting the evils of recruiting and subsidizing is the college president."

After all, aren't recruiting and subsidizing responsible for the criticism of college sports today as they have been for the past fifty years?

What happened after the Carnegie Foundation report was thoroughly digested by every one interested in these matters back in 1929?

Oh, yes, there was quite a little excitement for a time.

Educators demanded drastic changes in the conduct of college sports.

Educators decried all the evils that Mr. Savage had pointed out so clearly and forcibly.

Educators promised reforms.

Then, as always has been the case when these matters pop up, almost every one in the collegiate ranks forgot about these evils in a short time.

In no time the same institutions of learning were back doing the same tricks in a big way again as the mad dash was resumed to get the best athletes possible to develop winning teams.

During the thirties, we heard about athletic scholarships for the first time.

That started on a small scale, but before the start of the second world war scores of schools openly and with the tacit approval of top administrators were giving young men with athletic talents free rides at heavy costs to the schools.

Gradually these practices were accepted throughout the nation's entire educational system.

Some educational and athletic leaders tried to do something about it. They came up, for example, with the famous but almost forgotten sanity code as set up by the National Collegiate Athletic Association.

Some schools gave at least lip service to the sanity code. BUT WHEN IT CAME TIME FOR OUR SCHOOLS TO PUNISH VIOLATORS OF THE SANITY CODE IT DIED BECAUSE OF LACK OF SUPPORT.

With the end of the second world war, things went from bad to worse in college athletics as the demand for winners became stronger.

Every one got into the act.

There were more and bigger athletic scholarships.

Some state legislatures threw in tax money to help the cause.

Alumni jackpots were set up on almost every campus to get the top prep

stars. Some totals reached fantastic heights.

Then came tryout camps.

But the worst blow was the lowering of academic standards to help the star athletes.

How can educators justify such courses in their approved educational curriculum as:

Music seminar, oil painting, rhythm, and dance.

Or early morning bird watching?

Or basketball and football technique with varsity coaches marking the papers?

In some cases high school records of star high school athletes were rigged so boys could pass college entrance requirements.

Educators and administrators certainly must have known what was going on.

Certainly their suspicions should have been aroused when in the case of one promising athlete as many as seventeen schools moved heaven and earth to get him to enroll at their schools.

When this particular boy finally made his choice, shouldn't some one among the top authorities at that school have become just the least bit curious, at least to the point where he might have asked a few questions as to how this particular boy happened to choose this one school?

This is an exception. But any high school boy with an average amount of athletic ability always has from three to five colleges chasing him for his services. Quite often the number is larger.

Who permits these things?

First the coaches and athletic directors with the aid of the alumni or ardent sports follower.

The coaches and athletic directors must have had the silent approval of the school president, faculty athletic representatives, and others in authority.

College presidents as a rule are quite inquisitive and know what's going on.

It was a win-or-else attitude that developed and almost every one had a part.

As these accepted practices continued, the schools had growing budgets. Then deficits. That brought on the mad scramble for post season games and other means of getting more money to remain among the athletic élite.

During these many years while the same old evils have sprung up in college athletics, there has been a collapse of the morals of the American people from the highest position in the government to the lowest sub-division.

The collapse of morals was quite evident even in our educational institutions.

Dorothy Thompson, well-known newspaper columnist, recently offered these sage words on character, morals, and leadership:

"The world crisis is, fundamentally, neither economic nor military, but moral, ethical and spiritual."

The plight of college athletics today is just another phase of our pursuit of the fast dollar with few or no moral scruples.

Let's look at the second point—the part coaches and directors have played in the buildup of overemphasis of athletics.

The coaches and directors always have been faced with public pressure for winners. They have tried to meet demand; if they don't turn out winners they lose their jobs.

The more successful men in college athletics are in demand at high salaries with subsidies thrown in by outside parties to keep them satisfied.

Step by step the athletic people themselves got off the straight and narrow path. They took more liberties with accepted rules and regulations at their schools.



Finally they began tampering with the curriculum to be sure youngsters who couldn't meet educational requirements would gain admittance to classes.

With the general break down in morals, young and immature boys couldn't see anything wrong with a little cheating on the competitive field. Some thirty of them have admitted taking money from gamblers to throw games or shave points. Those exposures have moved many into action with demands for a complete overhauling of our athletic system.

Yes, at the bottom of it all are the public and alumni. They put the pressure on the coaches, directors, and the schools. They came up with big jackpots to get the material. They offered new ways of evading the rules.

May I ask who were responsible for getting the public and alumni into the picture?

Certainly some one directly or indirectly connected with the schools must have asked this or that public group to help.

The outsiders did with contributions, contacts with athletes, sales campaigns, promises, and attractive inducements.

I wish I could prove as facts some of the stories I have heard about concessions given to immature boys to enroll at certain educational institutions.

What about the part sport writers and newspapers have played in developing overemphasis of college athletics?

Yes, they must be given some of the blame, too.

Before I get into that I want to clear up one misconception among educators as far as we in the newspaper game are concerned.

Newspapers have benefited from this tremendous increase in public interest in college sports.

Publishers trebled the news space allotted to the sports department from 1920 through 1930.

There were some cutbacks during the war insofar as space was concerned. But the throttle was thrown wide open again starting in 1945.

Newspapers with efficient promotion and circulation departments capitalized on the increase in interest in athletics by boosting their circulation. But those who got most of it did it through expert selling. Mind you, circulations of many papers stood still during these big athletic eras because of their lack of sales initiative and aggressiveness.

Newspapers—the alert ones—have taken advantage of a new stress by the public on athletics. We are giving the readers what they want.

Sport writers have been guilty of listening to the public cry for winning teams.

We have demanded the scalps of losing coaches.

Too many of us have openly editorialized in favor of the philosophy that there isn't anything wrong with the practice of paying athletes because they filled the stadiums and got nothing in return but back slaps, insignificant awards, and chances to travel.

There has been a tendency among some in my profession toward sensationalism in publicizing college sports.

Sports writers, as a group, didn't wage much of a campaign against free rides for athletes through athletic scholarships and many other concessions.

Too many of us didn't get behind the NCAA's sanity code. In too many cases they ridiculed the plan so strongly that they helped force its abandonment.

But again, college people, don't forget that sport writers had plenty of help.

The colleges set up their own elaborate public departments. The paid staff became experts in the art of ballyhoo.

Those men are paid by the schools. Their jobs are to create more public interest to get bigger crowds. Many

unusual methods are used to get publicity.

The sport writers haven't objected too strenuously to this service. It made their task a little easier.

Sport writers found it much easier to write about winners than losers.

They found larger reader audiences when insisting on winners.

They over-publicized individuals with the help of college publicity bureaus that dug up the material.

Sport writers demanded the scalps of losing coaches as public pressure was exerted. The pressure at times becomes unbearable.

Yes, we are guilty, too.

Since the West Point cribbing scandal and gambling exposures sport writers have become more aware of the hypocrisy of our collegiate athletics.

I am happy to say that even some of us sport writers are seeing the error of our ways. We have become a little sick of it. Some of us actually are leading the fight for reforms that will put sports back on a sound and sane basis where sports are just one part of our entire educational program.

Not one of us is naive enough to deny that there is much good in inter-collegiate athletics.

The good points far outweigh the bad. I wish time permitted me to list some of the good points.

We agree wholeheartedly with a statement made recently by Tug Wilson, Western Conference athletic commissioner, who said:

"Because a dog has fleas, you don't shoot the dog. You get rid of the fleas."

Let's get rid of the fleas that infest college athletics and save these fine games. It's time we stopped throwing mud and save the topsoil for purposes of rebuilding.

All right, what can be done to achieve the goal that all of us honestly believe in and should strive for?

I don't have all the answers. I may not have a single new suggestion, but isn't it pretty much the same story of the past?

Don't all of us know how we can return athletics to normal?

The schools first must stamp out recruiting and subsidizing, the biggest problem, the root of most evils.

That responsibility rests with the institutions themselves and the president specifically.

Let the president of each school call the roll on what his institution has been doing. He must be honest with himself. He can't pass over those little matters that seem so incidental. They have started all the trouble and have led to the conditions that exist today.

It's not necessary for the administrators to set up a new code. That's a little out of their line. They only need to study the rules and regulations that govern athletics in the Western Conference and Ivy league, for good examples.

Then they must enforce the rules that are on the books by close observance. Some presidents already have tried to set up their own code, but in doing that they have gone far afield and actually added more problems.

LET OBSERVANCE OF THE RULES NOW ENACTED BE UPPERMOST IN THEIR MINDS AT ALL TIMES.

Tighten the scholastic entrance requirements to eliminate some of the "soft" courses now on the books.

Let's really mean it when we say there must be progress toward a degree.

Let's find out about who, why, and how in the matter of free rides through school.

Let's see to it that athletes aren't penalized because their names are in the headlines on sport pages, but help them achieve the ideals of every top-grade educational agency.

Let all schools have the same ap-



proach toward athletics, a common policy, with rules that are enforced universally instead of winking at them in the eagerness for more victories.

Let's take the dollar sign out of so-called amateur athletics.

Let's restore the spirit of amateurism in all sports that has given Americans the reputation of being the most aggressive people on earth so that we can

continue to develop more brilliant leaders for every line—because of the fine lessons they learn on the competitive sports field.

But whatever is done, do not make any move that takes the desire to win out of athletics or out of our athletes. That desire to win has made us the greatest nation on earth. Let's not lose it or discourage it.

## WHY EDUCATION SHOULD MERIT PUBLIC CONFIDENCE<sup>1</sup>

ARTHUR S. ADAMS

*The American Council on Education, Washington, D. C.*

IN ESTABLISHING background for what I have to say on the subject, "Why Education Should Merit Public Confidence," I wish to spend a little time pointing out the very considerable public approval that education already has. We are often inclined when violent and reckless unsupported charges are made against such a vital activity in our national life as education to worry about the attack and to forget the solid and broad support that education rightfully enjoys from the great majority of our citizens. As evidence of this support, I submit the results of the recent survey conducted by *Fortune* magazine. While some of the results of this survey are such as to warrant our thoughtful attention and concern it is reassuring, I believe, to note that of the replies received from parents 83 percent of them wanted their sons to go to college. As further evidence of public interest and support of education, I wish to point out the spectacular growth of the National Citizens Commission for the Public Schools under the dedicated leadership of Mr. Roy E. Larsen. In May, 1949, there were twenty local committees in this work. The latest report I have, and I received it just the other day, indicated that there are over one thousand five hundred such committees now actively concerning themselves with the welfare of the public schools and of education in the local community. There is much more evidence that could be detailed in support of the thesis that the public has a deep and abiding interest in and respect for the welfare of education. But perhaps the

most impressive point to be made in this connection is that not even the most destructive critic of modern education has ever suggested that we should abandon formal education as a central and vital process for preparing our boys and girls to live more effective lives. The very vehemence of such critics as to the way in which education is carried out at present is eloquent testimony to the fact that they do consider education of great importance and indeed one is often persuaded to think that they recognize its importance so clearly that they would like to exploit it to their own purposes. I recognize that it may be difficult to think that there is any evidence of support for education in the fact that it has been subjected in various localities to bitter attacks. Yet I believe that if we consider the matter thoughtfully we can recognize that there is tacit recognition of the importance of education in all such attacks. I conclude therefore that the American public is deeply and fully committed to the proposition that education is a vital and essential force in our national life.

What then is the basis for the criticism that has been levelled at modern education? To my mind it may be classified generally in two categories: (1) those who say that education costs too much; and (2) those who say that education is not being carried on in the right way. There is nothing really new in either of these positions. Criticism of education is not a new phenomenon by any means. There is ample record of complaints made in Colonial days on the presumed shortcomings of the schools; complaints that classify into the same two categories. Let us

<sup>1</sup> Delivered before the Third General Session of the Association in Chicago, April 4, 1952.



examine the bases for these positions to try to see how they come about and what can and should be done about them. The two categories tend to merge of course, when we examine specific examples.

It seems to me that those who argue that education costs too much think along lines something like this. "When I went to school I took a number of studies that were not particularly interesting to me. I haven't had any use for what I learned in those studies in my later life. Therefore what is needed is a course of instruction concerned only with what I have found useful. The schools could save a lot of money if they would cut out the frills. Why I heard the other day the children in the school in my town had spent a whole day making up a scrap book on life in the Belgian Congo. Now I ask you what good is that going to do any of these kids? We could save a lot of money if we could just get down to brasstacks and teach the children the three r's." While this soliloquy is purely imaginary on my part, I suspect that you could find in it some recognizable elements. To those of us who know what the schools are doing from day-to-day experience this sort of critical comment is indeed frustrating.

It seems to me that there are some factors which lead to such a point of view to which we ought to give consideration. In the first place, I think we would all agree that education is properly an individual centered process. We are all committed to the principle that the good teacher teaches not only the subject but more particularly teaches the student. It is not surprising that all of us are inclined to appraise education in the light of our own experience. Education is one of the most intensely personal experiences of life. It was the process, and is the process,

by which each one of us learns to bring to bear his potential in meeting successfully the day-to-day problems of effective human life. What wonder then, that as we start to talk about education—even those of us who are professionally concerned with the process—we are likely to start off with the phrase "when I was in school." If we recognize this personal basis which affects all of our views of educational philosophy we have a better basis, I believe, for meeting critics of the sort that I have described. Moreover, such recognition leads us naturally to the conclusion that if such an individual were informed more fully of the facts about modern education there is real possibility that he might come to different conclusions about it.

The distinguishing feature about such critics is not misunderstanding but nonunderstanding and we ourselves who are professionally concerned with education must accept some of the responsibility for this state of affairs. I am not one of those who believe that all of the problems of human life can be resolved by conference. There are times and there are issues on which one must take a position. Nevertheless, in order to take such a position intelligently it is obvious that one should be fully informed. In our preoccupation with the absorbing problems of keeping the schools functioning, of managing an overextended budget, of dealing with the many complex human relationships involved, of trying to define for teachers and for ourselves the hazy, indistinct line between commendable initiative and unwarranted assumption of authority, we can and do forget sometimes that the schools do not exist for themselves alone but to serve the public. It is our responsibility then to give high priority to seeing that the public is informed about our objectives, the means by which we are seeking to

achieve these objectives, and the support that we need in order to make the process effective.

This is not a new idea, as you will recognize. The work of the National Citizens Commission for the Public Schools to which I referred earlier is a most promising step in the direction of accomplishing this sort of understanding. I note with enthusiasm articles which have been written recently by eminent industrialists, like Mr. Alfred P. Sloan and Mr. Beardsley Ruml, on the twin needs of the schools and colleges to be better understood by the public and to enjoy more adequate financial support *from* the public. Just last week, I saw a half-page advertisement in the *New York Times* of a new television program, sponsored by *Life* magazine and WNBC-WNBT, in New York City, on the subject, "Inside Our Schools." I noted also that in this announcement the following quotation was made from *Variety* magazine, an authoritative publication in the entertainment field: "Gives promise of being one of the outstanding public service projects in the past few years." All of this is very much to the good, for if the public could but know just what is going on in the schools, I, for one, am entirely confident that most of the critics of the sort I facetiously described would become firm supporters of modern education.

But let us be even more specific. Let us tackle this question of cost and see what the facts are. A careful search through statistics reveals the conclusion that the average total tax expenditure for public secondary and elementary schools in the United States is a little over a dollar a day for each pupil. If we include Federal government funds, which through the Land-Grant Colleges and Universities and otherwise are appropriated for the support of higher education, it appears that the

total tax expenditure for education from the first grade through college is approximately \$1.30 per day per pupil. This \$1.30 provides six to eight hours of instruction, it provides buildings, equipment, light, heat and in many cases it provides textbooks. It provides trained teachers, administrators, doctors, nurses, counsellors. It provides bus-drivers, janitors, and all of the services needed for building maintenance and operation. The figure of \$1.30 is just about the average price of a pair of tickets to a neighborhood movie-house. Yet it is the figure which represents the average cost of a full-day's schooling experience for our boys and girls—an investment in the future of our children and of our nation.

Let me now deal with the complaint that the modern teacher is slighting the three r's. Because the three r's have been celebrated in story and song over many generations, they have come to have a meaning in our folk-lore that everyone accepts superficially but very few people undertake to examine factually. As a matter of fact it is difficult to make a factual case on just how the teaching of the three r's today compares with that of previous days. The sources of data for measuring educational achievement over a long span of years are spotty and scattered. In the second place, and more importantly, such statistical comparison would not be measuring any where near the same things. The shift in teaching from the "assign-memorize-recite" technique to one in which interest and understanding are given first importance makes definite correlation hard to achieve. Nevertheless, it is worthwhile to note some experiments which have been conducted with respect to this point. In Cleveland, an examination given in 1848 to those entering high school was given again in 1947 under conditions as closely comparable as it was



possible to establish. The examination covered arithmetic, vocabulary, American history, grammar and geography. The forty pupils of 1848 scored 924 correct answers. A group of forty selected to be statistically as near as possible to the early group scored 955 correct answers. Since a number of the questions in the 1848 examination were topical in that they were related to the life of that time and hence were not related to living conditions and history in 1947 this seems to be a highly commendable showing. In another case in Indianapolis, an examination given in 1919 to high school seniors was given to another similar group in 1941. The examination included memorization, logic, arithmetic, and spelling. The 1941 students had a median score fifteen points higher than the median score achieved by the 1919 students! A valuable source of information on this whole question is the publication, *The Three R's Hold Their Own at the Mid-Century*, a summary of research studies compiled by the National Education Association, which presents the case for the position that in performance in the three r's today's students are the equal if not the superior of those of twenty or fifty years ago. The data are not as complete as might be desired, principally because of the lack of adequate records for earlier years; but from such sources as are available there is persuasive evidence to indicate that students today are receiving as thorough a grounding in the fundamentals as they ever received. This is not to say that modern education is merely holding its own. On the contrary, education has been able to maintain its effectiveness in teaching the three r's and at the same time to give students more adequate preparation to work and live effectively in a society which is many fold more complex than the predominantly rural society of the last century.

In this connection, and in meeting the argument of our critic who says education costs too much, we need to make plain that we are living in a far different world than the one in existence when he went to school. A perceptive comment on this point was recently made in the supplement to the *Educator's Washington Dispatch* by Lloyd K. Marquis, of the Harvard Graduate School of Education. He said,

A few individuals usually perceive changes in the physical or social environment almost as soon as they occur, but the great majority of people require a long time. The few who react first are thus set at odds with their fellows. This time lag produces social conflict; it is a form of social dynamite with a time fuse. The effects will be felt later as more people become aware of the new situation. The modern world is full of such unexploded time bombs. Typical of them is the great gulf between primitive populations and advanced industrial peoples. But even within our own population, in fact, within our own circle of friends, there are those who are aware and those who are unaware of the myriad changes and mutations unceasingly taking place.

and later he makes the point that

The greatest single force producing social change is the expansion of knowledge. The discovery of every new fact is merely a precursor of a hundred other new facts. Each new fact is also likely to disturb the equanimity of the mind that wants to be anchored to the old. It is painful for man to assimilate the new into the context of what he has previously known. In assimilating, an individual is forced to question his previous organization of knowledge and action. This creates conflict and potentiality for change.

There can be no doubt that we are in an extraordinarily dynamic period of history. Many speakers and writers have made the point that we live in a time of continuing tension which is likely to persist for a considerable number of years. If modern education is to fulfill its mission, it must take count of the forces of change that are acting upon us, it must seek to promote understanding of them and it must trace out the relationship between the

accumulated knowledge of the past and its likely application to the problems of the future. This will take time, it will take experienced and thoughtful teaching. But above all it will require a greater awareness among the public of the reality of these changes which are occurring all around us and an understanding of why it is the schools most cope with such matters. What I have said is merely suggestive of the strong case that can be made to meet the arguments of those critics of modern education who base their arguments on cost, a case which depends upon clear identification of the objectives and needs of modern education and a thorough-going exposition of how what goes on in the classroom leads to the achievements of these objectives.

Now let us consider the critic who clearly recognizes the strength of education but who thinks it is not doing its job properly. In this category there are two subdivisions made up on the one hand of those who are sincerely concerned and on the other by those whose aim is to force education into a straight jacket to serve their own ends. Here again, for those who are sincere in their comments, it would seem to me to be crucial that we take all possible steps to inform the critic about the facts. If our educational practices are not all that they should be it is our business to make them so. If they are what they should be we need to tell the public about them in order that the public may understand them as well as we do. Either way we are bound to succeed.

In so doing there are some questions which will arise in which attitudes and prejudices will have to be met. Because we are in a period of dynamic change, which is world-wide, there are many issues which need to be met and understood but which involve so much heated controversy that they must be

dealt with prudently and skillfully. One of these questions is the age-old one of academic freedom. There are those who feel that teachers should be completely free and uninhibited by any sense of responsibility. There are others who even go so far as to suggest that freedom of speech should be cancelled out for the duration, that we cannot hope to fight the Communists if we permit public expressions of points of view counter to those popularly acceptable. Both of these seem to me to be wrong. Certainly academic freedom must recognize responsibility, for what freedom exists that does not impose an equal measure of responsibility? At the same time we should resist attempts to control certain teaching materials, or to determine the content of particular courses by special interest groups who insist that their particular interest is the only one representing the public interest. The simple feature in all of this seems to me to be that education can never achieve its high purposes if it masquerades as indoctrination. A full, free and impartial inquiry into the facts is prerequisite to informed judgment. In particular, since we as a nation are engaged in a great struggle on behalf of the principles that the individual is more important than the state and that in the ringing words of the Declaration of Independence that governments "derive their just powers from the consent of the governed," we need especially to understand the nature of the forces operating counter to this principle. As General Eisenhower said in a letter to Columbia alumni, when he was active as President of that University,

To help the present generation understand and value human rights is one of the greatest responsibilities which Columbia faces. And to do this, we must understand the essentials of opposing ideologies, so that we can appreciate our own democratic system. As I said in my in-



augural address, "Ignorance of communism, fascism, or any other police state philosophy is far more dangerous than ignorance of the most virulent disease. Who can doubt the choice of future Americans, between statism and freedom, if the truth concerning each is held before their eyes?"

At the same time, it is not difficult to understand the concern of those who are disturbed lest sly pressures be exerted upon our young people in the course of their education to wean them away from the principles of a free society. I believe that we should be unremitting in our zeal to see that in our devotion to freedom and our democratic society we do not permit subtle influences to be insinuated by word or deed in such a way as to destroy the very freedom we profess. I recognize fully the explosive nature of this subject which fundamentally is the central issue of our times. In order to deal with it effectively, I believe, we all need to become working philosophers to ascertain precisely where we stand, to recognize the forces at work, and to evaluate the hazards of the smear and the guilt-by-association techniques. Only by so doing can we translate into our day-by-day actions the confident assurance of our own recognition and understanding of the crucial issues involved. Only in this way can we be more assured that action in all our educational procedures will square with pronouncements. The anti-intellectual forces against which we contend have given plenty of evidence that they are ruthless, that they are quick to capitalize upon any division of opinion even though that division of opinion may be on quite unrelated matters. In these activities, education everywhere should take the initiative. One can never tell in what locality the forces attacking the schools will next concentrate their effort. When these forces are already at work, it is often too late to make an adequate presentation of the case.

When the lines of opposition have been drawn, the case of necessity must be one of rebuttal, traditionally a defensive position with all of the weaknesses that go with it.

No country on earth has given more attention to education than our own. We have progressed mightily. However, this does not mean that our educational policies and procedures are perfect. Perhaps we ourselves are more conscious of what we must yet do than anyone else. Our very habit of constant and, I hope, constructive self-criticism which takes place in the free flow of ideas among educators may lead to confusion in the public mind, a confusion which might lead to the notion that educators themselves are badly divided on the fundamentals of their own profession. We need to explain this too. We need to make plain that, true to the saying that a professor is a man who thinks otherwise, we in education consciously criticize various educational techniques in order to improve our efficiency. We must make clear that we are in general agreement on the fundamentals and we might well devote time and effort to presenting to the public that large area of agreement which generally exists on the basic objectives and procedures of modern education.

Our educational system has provided more opportunities for more people than any other educational system in the world. Education has provided the basis for the development of the trained manpower to wage a successful war—both hot and cold—against totalitarianism and we strive to prepare even more effectively for the development of the desperately needed skill and leadership to meet the greater challenges of peace. To me the facts are clear that modern education is not really vulnerable to the assaults being made against it by a small minority.

The facts show to me that not only does modern education merit public confidence—it already has it. If we take the time and make the effort to make plain what we seek to do and how we seek to do it we may confidently count on full support, adequate financing and active cooperation. In a sense, modern education is at once the servant and a partner of the public. We, who are professionally concerned with education, owe it to our partner to see that he is fully informed that the expenditure of each educational dollar yields remarkable returns, that our modern

educational system is opening the doors of genuine opportunity to more people than ever before in history, that modern education is dedicated to the democratic principle of the free individual, and that we need our partner's active help to make a good system better. In measuring up to our responsibilities, to inform, as well as to serve, the public, we may with confidence look forward with genuine hope to an appreciation of and confidence in education far beyond anything we have previously known.



## THE MODERN HIGH SCHOOL SERVES AMERICA<sup>1</sup>

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AS A PEOPLE we are not accustomed to living under an impending threat to all the institutions and values to which we give allegiance. Most of us in our earlier years lived in a social climate which favored the growth and development of our way of life, and we believed that as a matter of course, in time, all peoples everywhere would embrace it. But since World War I a black, threatening cloud of opposition has risen until it now covers our whole sky and dims our bright hopes. The ideals and principles of democracy as we have known them are belittled and denied. The social, economic, and political institutions which we have created to further these principles are challenged and ridiculed. The threat goes further than this. Our moral, spiritual, and ethical values and the religions that have nurtured these values and which have sustained our whole democratic life are denounced. Everything that we have thought of as the good, the beautiful, and the true is disputed, denied, and defied.

Unaccustomed to such devastating attacks from such powerful autocracies, and being unprepared for them, some of our people are thrown into a state of fear that amounts to hysteria. Following in the trail of these few fanatics is a host of people who are disturbed enough to be fearful of any trend in our political, social, or economic life which has developed in this half century, and therefore are easily induced to join groups with obviously ulterior and indefensible motives. It is to be expected that education and schools are to be found among the institutions under such attacks. Warning and ac-

cusing fingers are pointed at all education and at all schools—public, private, elementary, secondary, and higher. But it should be no surprise to find the secondary level of education getting at least its full share of criticism.

For since the beginning of this century we have seen such a complete reorientation of secondary education that the really modern high school has rather completely broken away from the historical secondary school. This European school was selective, exclusive, and autocratic in concept and function. It was an agency used by the power groups in more or less authoritarian societies to train the number and kind of leaders which the autocrats and dictators needed. Gradually, and with increasing momentum within the last thirty or forty years, we have begun to break out of this historic secondary school pattern and to create a truly American high school indigenous to this country: a high school that is not selective, exclusive, and autocratic, but one that is inclusive, adaptive, and democratic. It is inclusive of all, not exclusive, because of democracy needs the fully developed power of each individual. It no longer selects youth to fit its program but adapts its program to the growth needs of all youth. It is democratic and not autocratic because its chief function is to provide this country with an unending stream of young citizens who are firm believers in, and active and responsible participants in, our democratic way of life—fully able to defend, maintain, and improve it.

Such a statement of function has found and still finds ready acceptance in the profession as well as among laymen, but what it means in terms of

<sup>1</sup> Delivered before the Second General Session of the Association at Chicago, April 4, 1952.

new policies, practices, and programs, comes as a shock even to some members of our profession when they see the changes which are called forth in a particular high school. The typical layman discovers vast differences between it and anything that was called a high school when he was young. And some, under the spell of the fear-complex now so strong, are moved to attack it as something that seems "un-American" to them.

Yet in a period when this nation is rallying all its existing resources—physical, human, economic, and moral—to a gigantic defense effort, we cannot afford to neglect to develop the latent power of each youth through education specifically designed to serve democracy's needs. Manpower to think, to work, and to fight if need be, is relatively in short supply in this country, and we can make up the difference only as every thinker, worker, or fighter is educated and trained to his full capacity. So today leaders in secondary education have a dual task: one of wisely guiding the development of such a democratized secondary school and also one of creating that degree of professional and public understanding essential for its best development. They must work within the profession to create more willingness and ability to carry on such a program, and with the public to create the understanding that leads to approval, conviction, and support.

Basically modern American secondary education is simply an effort to reconstruct an educational institution and program into what is needed if all our boys and girls are to have the best opportunity education can give them to develop whatever abilities and interests they have which can be helpful and useful to them and make them all more competent and responsible American citizens. Substantial and acceler-

ated progress along several lines has been made in the last quarter-century toward bringing this democratized high school into being. Its freer acceptance of all youth, its broader program, its adapted methods of instruction and levels of expectation, its accent on guidance, and its increasingly close relationships with the community of which it is a part are five of the important lines of progress.

*Toward universal secondary education.*

The idea that the high school is a school for all boys and girls is generally accepted in this country. The popular demand is for more and more education for more and more youth. The upward extension of the secondary program into the junior and community college is evidence that this demand for universal education is not to be satisfied even with a twelve-grade system. We have not yet reached the ultimate of education for *all* American youth, but the Office of Education estimates that 73 percent of youth fourteen to seventeen years of age were in high school in 1950—a gain from 51 percent since 1930. In the same period college enrollments climbed from 12 percent to 30 percent of the eighteen to twenty-one year group, and the percentages at both levels, though held back temporarily by the requirements of military service, are still rising. There is no reason to believe that the ability to profit from school attendance terminates at seventeen or eighteen. David Segel has assembled evidence that shows that only the dullest of the normal group cannot still profit by educational opportunity beyond the eighteenth year. Given a well conceived program of general education, there is every reason to believe that at least twice the percentage of youth now in the undergraduate colleges could pursue their schooling with profit to themselves and to the nation through one



or more post-high-school years. Both the high school and the undergraduate college are therefore faced with the task of adapting their programs to the wider ranges of abilities and interests of all those who want to enter and who are willing to stay and work. If existing undergraduate colleges do not provide this adapted program, public demand will create more junior colleges and municipal four-year colleges which will undertake the task and get the students. But before the high schools and colleges actually reach every youth whose abilities warrant this further education, this country will need to set up a student-aid program at both the secondary school and college level. The wise policy for this country to adopt, in the face of the demand for higher levels of social and technical competence, would be one that would assure that no really capable youth was dropped from school at any age because of a lack of financial resources. Our present plans of college scholarships are good as far as they go, but they do not touch the high school and they still leave hundreds of good high school students wholly or inadequately provided for. We must keep in high school and put into college somewhere every youth—on a student-aid grant if necessary—whose ability and interest make such an educational investment likely to yield a return.

This trend toward more and longer universal education, though too popular to be overtly attacked, is used to create a fear, centering mainly around what they call the "lowering" of standards. Modern education does not involve the acceptance of low standards. But it denies the usefulness of fixed uniform high standards in universal education. A standard is as high as it needs to be or should be if it utilizes to the full a student's present level of ability and thus builds toward higher future levels

of ability. It is too high and inappropriate if it leads to continued failure until the point of frustration is approached.

*The broadening program.* A second line of progress toward a democratized high school is shown by the enrichment of its program of instruction. Most high schools are, of course, offering a much broader program than they did a quarter-century ago and are still seeking to improve their programs by including in them an increasing variety of educative experience in proportion to the needs, interests, and abilities of their all-youth student bodies. The need for providing in high school for both a program of common, required, integrating learning and a program of specialized offerings was recognized long ago, but no one could foresee then how the scope of that required common learnings program would have to be broadened if all American youth were to get the kinds of experience in school that would help them meet with any degree of success the common social, civic, economic, and group responsibilities of today. Neither could the degree be foreseen to which specialized education at the high school level would expand. World events have placed in the hands of the common people—especially in American hands—amounts and kinds of political and social control in the world at large never before entrusted to average citizens. Concurrently with each expansion in technology and the world of the arts have come new ranges of worthwhile specialized education. At the same time, we have come more and more to consider the high school as one of our principal agencies for meeting our national needs for higher levels of competence and aspiration in civic, social, and economic life, in home life, in life work, and in popularizing and inculcating the moral and ethical stand-

ards and values on which all else depends.

So in the modern high school, both the programs of common integrating learnings and of individualized specialized learnings have been expanded in order to render the service to all youth that present-day America requires and expects. But a further improvement in the required "common learnings" program is essential. It should be more nearly centered around effective ways of producing competent, responsible citizens. Present changes in some high schools, looking toward further integration of this required program into a more unified program for producing social-civic competence are steps in the right direction, but in order to be able to make the maximum contribution every modern secondary school should develop as a central feature—the heart and core of every student's program—a direct and positive program designed to produce competent, responsible citizens.

The modern program of common required education is to be seen as an effort to provide as well as the school can for the kinds of growth and development which America needs to have all boys and girls reach if they are to discharge the kinds and varieties of responsibilities which they all alike bear today. From the point of view of neither the youth nor of America does the inclusion in the required program of the modern high school of such courses as Problems of American Democracy, Consumer Education, Health, or Family Living—all elements in what we now call Life Adjustment Education—mean that the school has a "fads and frills" program. These courses involve much useful and badly needed content. They also seek to organize this content in ways which make its meaning and value to youth clear to all. Everywhere the reports are

that these innovations in the required program are making real contributions to the competence of young citizens, workers, and homemakers.

Likewise, the addition of a variety of offerings in the specialized, elective areas of the modern high school program is a response to the expanding fields of work and to the popularization of cultural activities. High school musical organizations which give opportunity for thousands of boys and girls to further their musical education in high school bands, orchestras, choruses, and glee clubs, have laid a basis for cultural advance in this field, while at the same time supplying both producers and consumers for the music, television, and radio industries. The shifts in the percentage of new workers needed for the personal-service types of work, as compared to the older basic industries, have resulted in a need for new types of high school life-work courses.

So we find in the modern high school new courses preparing youth to enter the radio, television, and electronic fields of work. Beauty shop operators, laboratory technicians, and student nurses get their start in high school. The new plastic industry creates jobs for young workers with some initial competence in handling these materials. The news that a high school in Illinois has introduced a course in coal mining will no doubt be used by some critics to show to what extremes modern secondary education will go. But here is a program set up in a school from which many boys go into the mines. It was planned and is operated with the co-operation of school, labor, and management. It is broadly conceived to include not only technical skills but the economics of the industry and problems of industrial relations and health. If undertaken by enough high schools in coal-producing areas it could well lead



toward the saving of a "sick industry" by producing new levels of health and safety, of labor-management relations, new types of labor leadership, and deeper management understandings. Is it a fad? A frill? Is it "soft"?

But broader specialized educational opportunities must be made more generally available to each youth in the future than are now provided, so each can have more nearly the special kind of education for which he is best fitted. As this is hard to do in small schools, high schools serving larger areas will have to be provided or programs will need to be built on a regional basis. In Rockland County (New York) each high school offers different kinds of specialized education, and students from any high school in the county may attend any other high school if it offers what he needs. Poverty-stricken programs of specialized education in some high schools are denying this country much technical and highly skilled service now desperately needed.

Better educational opportunity for gifted high school students needs to be further developed in the future. Many high schools are doing much in this area, as is shown by the results of science scholarship programs, the National Honor Society Scholarship Examinations, and by other testing programs. In the National Honor Society Scholarship Examinations taken by over seven thousand students ranking in the upper 15 percent of their graduating classes, the 275 awards available went to students all of whom stood above the 99.9 percentile of the group. There is every reason to believe that in many high schools gifted students are being given an educational opportunity which could be improved but little, if any, by accelerating them into the freshman class of most colleges. But more high schools need to open up opportunity for gifted students to extend themselves

to the limit. The gifted should not only be encouraged to a high level of general scholarship, but they should have more opportunity to pursue their special interests and develop their special abilities to the utmost. They should be enabled by the high school and permitted by the college to do part of their early college work while still in high school. This country is too much in need of the highest levels of scholarship and research in all fields for the high schools to be unable to uncover and develop the special competencies of the gifted.

More continuous and rapid curriculum improvement in each high school based on studies of the needs of its youth and of its community will be needed as we fully modernize the high school. Some of the modern high schools of the North Central Association are doing as much in this direction as the high schools of any other region. The day of sporadic pushing and shoving at the problem of the curriculum is over. It takes steady, methodical, continuous study and work. The center of study should be unmet youth and community needs and how the resources of human knowledge can be utilized to satisfy them.

Laymen need to see that this modern high school program has been thus broadened and is being further enriched for the purpose of including many new offerings that are sorely needed in America if all youth are to be aided in seeing how the ideals and principles which undergird our way of life are to be used to make their living in school, home, community, nation, and world as good as we want it to be. As these new and unfamiliar offerings are added to the high school program, the fears of some laymen are aroused. This starts talk of "fads and frills," and of "soft pedagogy," and of unnecessary expense. These laymen have

had too little chance to sense the difference in functions between a modern universal secondary school and those of the older selective school. They have not recognized that secondary education has ceased to be a matter of individual advantage to the few and has become one of social and national necessity. They also need to see these program extensions as ways of supplying an expanding American cultural, industrial, economic, and technical life with a continuing stream of young citizens, workers, homemakers, and consumers. The old narrow secondary school curriculum did not do these things well, even for a selected few, and it has no chance at all of doing them for all youth today.

*Improvement of teaching.* A third criterion of the modern secondary school is the use of improved methods of teaching. Despite obvious weaknesses in teacher education programs, both in teachers' colleges and in liberal arts colleges, a vast majority of the entering high school teachers today have a better preparation for the work of the teacher than ever before. As they gain experience and put their understandings and skills to work in the classroom, they adopt wholly different attitudes toward their students, work with them in different ways, and evaluate their work very differently from what teachers of another day did. But even so, the high school teachers' standards of expectation should be still further adapted to the level of ability of each student. Marking systems, promotion standards, and graduation requirements all need to be more completely adjusted to the point where a student who really works on the best program the schools can provide for him is considered to be doing satisfactory work, makes regular progress through school, and thus meets graduation requirements.

As the American high school becomes even more fully modernized it will provide for more and more extensive and responsible participation for students in the life of the school and the community. Living as a person in a school calls for the utilization of those qualities of mind and character which we want youth to develop. Living as a member of the student body in a high school and as a young citizen in the community provides opportunities to use the knowledge, skills, ideals, and standards we are hoping to inculcate. But to have their full effect, youth must have a chance really to be a part of it all—not just a passive observer. So the modern high school increasingly relies on student participation in the management and control of group life in the classrooms and in the school in general as a benign laboratory for promoting desirable growth and development. The Citizenship Education Project is finding that real citizenship education demands that youth live what they learn, and it is encouraging high schools to arrange for their students to help adults with all kinds of social service work and community activities. Youth become good citizens by carrying on at a high level, according to their age, appropriate phases of civic and social life—just as to learn to be good workers involves increasing the opportunity for work-experience.

This modern plan of teaching is quite unlike the teaching the parents of present-day students experienced, and the modern teacher therefore becomes a reason for lack of faith in and fear of the modern high school. He is said to be too informal and friendly with his students, too lax in his discipline, not thorough and exacting enough, and he is said not to give enough homework. Some laymen consequently level attacks at the modern school, fearing an undisciplined generation that has not



learned what hard work means, that will not apply itself to a job, and that does not give proper respect to age and authority.

These laymen need to recognize that education in the last generation has had, almost for the first time, the benefit of basic scientific research and is building a new approach to the task of educating youth, founded on the facts of this research. These parents generally approve of the application of science to the improvement of practices in medicine, industry, the home, and the farm. But they do not understand that scientific studies of children and youth have given teachers new and sounder understanding of how the young grow and develop; of their behavior; and of how, when and why they learn. The modern teacher however, knows that there is good reason for building a friendly, cooperative relationship with his students; that the quality of these relationships between him and the class and among his students is an important adjunct to good teaching; that undesirable behavior is always caused and that he needs to discover and correct these causal conditions; that the kind of discipline he is building in his students is far more compatible with what citizens in a democracy need than was the old fear-induced type of discipline. He also knows that by getting his students involved in various kinds of activities in the school and community he is contributing much more effectively to their desirable growth and development than any amount of memoriter learning from home study out of textbooks could ever produce. The new high school faculty has good reason for its faith in its classroom methods, but some way must be found to close the gap in understanding between it and some of the lay public, if the fears that give rise to some of the current attacks

are effectively to be allayed.

*Accent on guidance.* A fourth mark of a modern high school is its use of guidance. In the generation between the present-day high school and that attended by adults, guidance and counselling as organized programs of service and instruction have been born. No really modern high school expects to meet the needs of its student body without effective programs of guidance and counselling. They are demanded because of the broadened scope of the educational program. They are essential in a day of increased freedom of choice of recreation and vocation for young people. They are a natural outgrowth of the enlarged function of the high school in relation to youth's growth and development. Yet to some of our critics they seem to be a wholly unnecessary expense and to involve institutional control of individual freedom and an invasion of the rights of parents over their children.

But in an inclusive high school attended by all the youth of the whole community these services are essential. These youth no longer come largely from the better homes where parents are the best educated and the most able to counsel with their children. These student bodies now come from all types of homes: good and poor, foster homes, and no homes at all. They are growing up in a day which accords youth large measures of freedom and mobility. Many exercise at an early age great freedom in their selection of companions, in their choice of recreations, in their movement from parental control, and in deciding whether and where to work or go to school. The world into which they are so freely moving is not so easily comprehended and adjusted to as that of an earlier day. Many youth need more information than even their parents can provide, on the basis of which to make

action-choices. They need counsel from competent and interested adults. So the modern school furnishes such service and instruction in relation to further education, to vocational choice and placement, to desirable recreational activities, to group conduct, and to personal moral and ethical standards when necessary. These functions and services seem to the modern educator to be legitimate extensions of the activities of a high school operating under present-day conditions. They seem to him to be just as logical as the development by corporations of personnel departments or offices which devote their energies to the welfare of the employees and to building better relations between the corporation and the worker and among the workers. Education recognizes that the conditions operating at home, in the community, and in the personal life of an employee also operate in the lives of youth to make these services essential to his welfare, and are even more essential with youth because they lack the maturity of the worker.

The importance of guidance and counselling services and programs, however, needs to be even more generally recognized by high schools. Our modern high schools have good guidance staffs, programs, and services. But the whole faculty, including the principal, often need to attach more importance to the work and recommendations of this staff. Counselling needs to be accepted as part of every teacher's business, and ability to do it should be cultivated. Guidance-inspired recommendations as to program improvement for an individual student and the whole school need to be more frequently acted upon. The service should include post-school placement and follow-up of all, and the resulting information should be used in improving

the school's program of instruction and guidance.

Dr. H. H. Race, a layman who is research director for the General Electric Company, in a report to the Schenectady, New York, Board of Education, recently wrote:

Guidance service should be expanded and improved . . . . More time and attention should be given to the discovery of interests, aptitudes, and abilities of students, and in helping them to reach decisions in respect to possible, and for them desirable, occupational pursuits. Another function of a guidance service is to carry on follow-up studies to determine how well they are adjusting to social, civic, and occupational demands of everyday life. The results should be reported to the secondary schools for use in improving their program.

But some laymen do not thus clearly recognize this parallel between the corporation worker and the school pupil and their common need for personnel service. They therefore are critical of the modern high school and will continue to be until they see more clearly than now how these services prevent mis-education and contribute to the conservation and development of needed human resources.

*The community-centered high school.* Another indication of a modern high school is that it is a community-centered school. As high school student bodies have become inclusive of all the youth of a community, the programs have been more and more adapted to the community in which the school was located. Vocational, commercial, homemaking, distributive industry, and diversified occupations programs have long been centered about the needs of youth in the particular community and region. These types of offerings were the advance guard of the movement to make maximum use of the community setting and resources in secondary education. Now in the older academic offerings—science, English, social stud-



ies, music, and art—learning is increasingly either centered around the use in the community of what is learned, or large use is made of examples, illustrations, and observations and student-practice in the community.

Gradually we have thus shown recognition of the fact that the modern high school is really a community-centered school. This means that on the basis of studies of the community and of the place of youth in the community, the school's program is so shaped that it becomes a positive agent for improving the economic, social civic, and home life of its community and region—and thus, a more powerful factor in educating parents as well as boys and girls. Every high school has always done this in an indirect way, but in the modern American high school indirection is abandoned for the direct approach. When a high school functions at the best possible level, the daily living of its boys and girls, of their parents, and of its community is positively improved. It cannot have maximum effect on the growth and development of its students unless in the process of becoming educated they become active agents in applying what they learn to the life of the school and of their community. Thus the high school in effectively accomplishing its main purpose with its students as an inevitable by-product does serve as a positive agent for community improvement.

But modern high schools cannot enter into such a positive program of education as freely and fully as they should if state standards of accreditation, regional evaluations, and college entrance requirements penalize a school which does not adhere to the traditional type of program. When is a high school a good one? In general the colleges, state departments of education,

and the regional associations have in the past answered the question by saying in effect that a high school was a good high school if it offered a well-taught academic program suitable for meeting existing college entrance requirements. All of these agencies in recent years have relaxed these requirements and have broadened their concept of what makes a high school a good one. Colleges, especially in the North Central area, are taking the lead in liberalizing their entrance requirements. But these standards and requirements still lack a good deal of encouraging a high school to be a good school in the sense that its program is specifically designed to improve the quality of living in the community which supports the school and in the sense that it relies on intelligent, responsible student participation in these activities as one of the chief means of educating its students. The modern-community-centered high school deserves to be positively encouraged in its work by knowing that when it is evaluated by any agency it will be called a good high school if examination of it shows it is organized, administered, and taught so that its students, their parents, and the community are learning how accurate knowledge, technical skills, and moral and ethical values can be applied to the improvement of present personal and community life, and if it is apparent that it is therefore a positive force in causing these improvements.

#### THE PRIMARY TASK OF EDUCATIONAL LEADERSHIP

As schools make such departures from the traditional programs and concerns of the high schools, with which the older adults of the community are familiar, they are likely to be misunderstood by the general pub-

lic. This is especially true now in our age of unfounded fears, and if high schools are to make the progress they should toward maximum service to our democratic America, those who exercise leadership in secondary education—especially at the state and local levels—will have to enlarge upon their efforts to build general and genuine understanding of the modern high school and its principal functions in our day and age. To so manage situations that high schools move steadily away from the historic type of secondary school toward one that is better adapted to modern America is the present-day criterion of good educational leadership.

Every change toward a liberalized all-inclusive and well-adapted program of American youth education is likely to produce a wave of resistance. Change in the school usually meets resistance because it begets fear on the part of the public. When autos were a new form of transportation horses were often frightened and ran away. As a result some local authorities passed ordinances sharply restricting the use of streets by autos. A frightened, runaway section of the public can cause authorities to pass restrictive school legislation now which in years to come will look as unnecessarily severe as the old anti-auto ordinances do now. Fear arises out of ignorance. The way to fight fear is to fight ignorance. Building public understanding of educational change—of the why, of the what, and of the how of it—is the best way to overcome the fears which lie behind the success of unjustified attacks on the schools today. Since these fears constitute a great threat, and since the security and welfare of our nation and the world demand a thoroughly reconstructed secondary school, building public understanding of educational change becomes a major re-

sponsibility of all of us who exercise any leadership in education. But, under our decentralized educational organization the task of meeting the present immediate threat falls most directly upon local school superintendents and principals. They are the ones primarily responsible for leadership in local school improvement. They are the ones who must therefore take the lead in developing the immediate understanding that permits and even welcomes change.

But these local educators, being educational administrators competent in educating as well as in administering, know the best techniques for building public understanding. They know it is *not* done by making changes and explaining them afterward. They know it is not done best by talks and publications that seek to get an intellectual acceptance of what the public is not emotionally able to accept. Good educational administrators know that asking the public to accept change on the basis of its blind faith and confidence in them as persons soon strains that faith to the breaking point. Being educators, they know that the kind of understanding that is durable, that does not fear educational change, that approves it, and that gives hearty support to it, is best developed by involving in the process of making any change those men and women in the community whose understanding of it is most needed and whose ability to contribute to the desired change is the greatest. The current movement for lay participation in education results in the creation of a number of groups of laymen and teachers, each especially interested in a different phase of the school's present program: appraising the success of what is being done, studying ways to improve it, making proposals for improving it, and explaining those improvements as necessary to their

neighbors when new plans are developed and put into operation.

Schools whose leaders draw heavily upon the community's resources in these ways are not only preventing a prairie fire of fear from destroying their high schools, but they are moving most surely, most rapidly, and most continuously toward a more fully democratized secondary school. They are using ways of working for change that will accelerate it and that will at the same time build such general public understanding of the school's changing program that the minority of the fearful fanatics will not see any chance of launching a successful attack.

Abraham Lincoln is reliably reported once to have said, "In the end the people wobble right." It takes a Lincolnesque faith in people to make this assertion today, but without such

faith our whole belief in the essential worth of the individual, in the moral and ethical principles which undergird our representative democracy and which support the structure of our free world becomes a hopeless mockery. Without this faith our way of life—the free world's way of life—begins to fall into ruins at our feet, and we are left standing helplessly amid great piles of social, economic, and political rubble. Educational programs designed to capitalize on all the intellectual, moral, and physical resources of a free people, and leadership to develop such programs, will reduce what Lincoln called the "wobble," and thus hasten the day when groundless fears will be allayed and we shall more completely realize our hopes for a fully democratized high school.



## HOW SUCCESSFUL ARE TODAY'S SECONDARY SCHOOLS?<sup>1</sup>

ROBERT S. GILCHRIST  
*Pasadena, California*

ALL OF US who work in the public schools hear sincere laymen make comments such as these: Schools are not teaching the fundamental skills effectively. There is not enough discipline. Schools have lowered their standards. Americanism is not taught well enough. Schools are taking over responsibilities of the home.<sup>2</sup> We educators must answer these questions clearly and honestly. We must try to secure the active cooperation of laymen in providing secondary schools adequate to prepare youth to live effectively in these times.

Yesterday and today we have heard five excellent addresses on various phases of the theme: "Education: Its Contribution to the American Way of Life." I am sure that you, as I, feel a deep obligation to do everything possible to help education measure up to the potential contribution which it can and should make to America. We can be proud of the magnificent record of the secondary school as it has evolved in American history, but we ought not to be satisfied until and unless we are doing the very best job that it is humanly possible to do. In the next few minutes I plan to cite research which indicates that high quality education pays off in results which our youth and our country need, to show that education to be of high quality must be solidly grounded, to point out characteristics of a good educational program, and, last, to indicate some of the specific areas which a school administrator should emphasize if he is to be a real leader.

<sup>1</sup> Delivered before the Third General Session of the Association in Chicago, April 4, 1952.

<sup>2</sup> Harold Alberty, *Let's Look at the Attacks on the Schools*, College of Education, The Ohio State University, Columbus, Ohio, 1951.

### WHAT ARE THE OUTCOMES OF PRESENT-DAY EDUCATION?

In examining research about the outcomes of present-day education, the discovery is soon made that every generation thinks its youth do not perform well. Varner quotes a statement of a St. Paul principal in 1902. "There is a general inability on the part of the average pupil to do independent thinking, together with an inaccuracy in the fundamental operations which keeps him forever absorbed in the mechanical process."<sup>3</sup>

William H. Burton of Harvard University goes back much farther than that in relating the concern throughout the centuries for the education of youth.

A clay tablet of great antiquity records the lament of a merchant whose son has come from school into the shop. Alas, the boy cannot keep the money and accounts straight, cannot write his hieroglyphic legibly, cannot deal with customers. The money spent on his schooling has been wasted.

In 1856, . . . little attention is paid to penmanship, very little improvement is manifest in this important branch—writing is very poor and does not by any means compare with the general condition of the art in former years.

At Harvard, as the committee demonstrates, the unhappy instructors are confronted with immature thoughts, set down in a crabbed and slovenly hand, miserably expressed, and wretchedly spelled, and yet the average age of admission is nineteen.<sup>4</sup>

You will be encouraged to know that there is a wealth of research data to which an educator can turn in trying to find out the facts concerning the outcomes of present-day education.

<sup>3</sup> Glenn F. Varner, "The Good Old Days—Let's Look at the Record," *The Clearing House*, March, 1952.

<sup>4</sup> William H. Burton, "Get the Facts: Both Ours and the Other Fellow's!" *Progressive Education*, January, 1952, pp. 89-90.

Archibald W. Anderson of the University of Illinois reports that there are more scientific school studies now than ever before. Between 1881 and 1915, for instance, eighty-three research studies were published on reading. Between 1941 and 1945, 462 research papers were published on reading.

Time will permit the mention of only a few of the outstanding studies which are available. An attempt has been made to choose those which give evidence of the degree of success of schools in achieving the objectives of citizenship, homemaking, earning a living, leisure living, and health.

Citizenship objectives can roughly be classified into two groups: (a) facts and skills essential for effective citizenship, and (b) insights, attitudes and values.

### *Citizenship*

(a) *Research on teaching the facts and skills.* In 1925 Caldwell and Courtis published *Then and Now in Education—1845-1923* in which they contrasted test results of pupils in school in 1845 with those in school in 1919. The conclusions reached were that children spelled better, punctuated better, and made better scores in history than in the tests given seventy-five years before.<sup>1</sup>

You are undoubtedly familiar with Leonard and Eurich's volume *An Evaluation of Modern Education* published in 1942. Chapter 2 on "Growth in the Ability to Acquire and Apply Facts and Principles" cites researches of Pratt, Dunlap and Cureton; Herbert D. Williams; Lee and Root; Crawford and Hall; and J. Wayne Wrightstone. Leonard and Eurich in summing up the evidence from their studies concluded that "(1) with respect to the development of the ability in students to recall

facts and principles as measured by the tests used, the new practices were on the whole at least equally effective as the old, and (2) with respect to the development of the ability to apply facts and principles in meaningful and significant situations as determined by the measurements used, the newer practices were on the whole superior to the old."<sup>2</sup>

J. Wayne Wrightstone reports further in the Leonard and Eurich book on reading, arithmetic, language and other skills and comes to the conclusion that "the evidence of growth in the basic skills, both at the elementary and secondary levels, reveals clearly that in the modern curriculum these skills are achieved as thoroughly or better than in the conventional curriculum."<sup>3</sup>

In April, 1951, the National Education Association published a summary of research studies prepared with the assistance of directors of research in city school systems. The report suggests that despite the fact that we educate "all the youth" instead of a comparatively few, that subject matter is taught at different levels than former years, and that present-day pupils of a given grade are generally younger and less mature than those in the same grades a generation ago, many studies show that present-day groups average as high, and usually higher, on the same tests given at the same grade levels as pupils of thirty years ago.<sup>4</sup>

Louis Rath and Philip Rothman in the March, 1952, *NEA Journal* reported on very comprehensive research into these fundamentals. The article is based on the official report of the

<sup>2</sup> J. Paul Leonard, and Alvin C. Eurich, *An Evaluation of Modern Education*, New York: D. Appleton-Century Co., 1942.

<sup>3</sup> J. Wayne Wrightstone, Chapter 5, in *An Evaluation of Modern Education*, *ibid.*, pp. 151-179.

<sup>4</sup> *The 3 R's Hold Their Own at Mid-Century*, Research Division, National Education Association, April, 1951.

<sup>1</sup> Otis W. Caldwell, and Stuart A. Courtis, *Then and Now in Education, 1845-1923*, Yonkers-on-Hudson: World Book Company, 1923.

American Educational Research Association and says, "The study involved a comparison of pupil achievement in the basic skills before and after 1945. More than 230,000 scores were used; they represented children in sixty American communities in New York, Pennsylvania, Wisconsin, Delaware, Michigan, Oregon, and California. The tests used were Stanford Achievement and Progressive Achievement. The intervals between test and retest varied. Some were two years apart; some were nine years apart, and the rest varied in between. They averaged five and one-third years between 'then and now.' The tests included reading, arithmetic, and language. Summing up this truly huge amount of comparative data, the report states '... it is safe to conclude that the achievement of public school pupils is not falling; in fact, the data show a slight, although probably not statistically significant, gain in achievement.'"<sup>1</sup>

The Springfield, Missouri, Survey revealed data upon which the following conclusion was made: "These data seem to attest to the observation made by survey staff members that the enriched program of instruction in the Springfield schools does not detract from the learning of certain basic knowledges held essential by most persons. For, according to the test data, formal tests in three areas: social studies, science, and mathematics, show that by the close of the high school years, students compare favorably with the test norms on formal tests."<sup>2</sup>

Studies by Boss,<sup>3</sup> Gerberich, Finch

and Gillenwater, and Nyberg and Casnar give further evidence that reading and arithmetic are now taught more effectively than ever.

Research which has been reported has had to do with the teaching of facts and skills at both the elementary and secondary levels, but of course the findings have definite implications for the secondary schools. Perhaps the most important research of the past two decades has been *The Eight-Year Study* of the Progressive Education Association with which I am sure you are all already familiar. In the volume, *Did They Succeed in College?*, these findings are reported: "A comparison of the 1,475 matched pairs reveals that the Thirty Schools' graduates (1) earned a slightly higher total grade average; (2) earned higher grade averages in all subject fields except foreign language; . . ."<sup>4</sup>

Let us turn now from the teaching of basic skills to the development of insights, attitudes, and values.

(b) *Research on the development of insights, attitudes and values.* The classic study by Lewin, Lippitt and White on "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates'" is reported by Leonard and Eurich. In this study groups of boys were observed in action under three types of leadership—autocratic, democratic, and laissez-faire. The basic conclusion reached was that much tension, hostility, and aggression arose in the autocratic and laissez-faire groups. Under democratic leadership the interaction of the group was more spontaneous, friendly, and more fact-finding. A feeling of "we-ness" developed.<sup>5</sup>

Leonard and Eurich stated, "This experiment with boys' clubs offers much that is challenging to the classroom

<sup>1</sup> Louis Rath, and Philip Rothman, "Then and Now," *NEA Journal*, March, 1952, p. 214.

<sup>2</sup> A Look at the Springfield Schools—Report of the Survey of the Public Schools of Springfield, Missouri. Prepared by Illini Survey Associates, College of Education, University of Illinois, Urbana, Illinois, 1948.

<sup>3</sup> Mable Boss, "Arithmetic, Then and Now," *School and Society*, 1940.

<sup>4</sup> Dean Chamberlin, Enid Chamberlin, Neal E. Drought, and William E. Scott, *Adventure in American Education*, Vol. IV—*Did They Succeed in College?* New York: Harper and Brothers, 1942.

<sup>5</sup> Leonard and Eurich, *op. cit.*, pp. 135-41.



teacher. Can teachers provide in their classrooms a democratic atmosphere where boys and girls can learn to work together; to be friendly, cooperative, and fact-finding; to respect each other's individuality; to be tolerant, self-reliant, and self-directing?"<sup>1</sup>

In discussing the development of attitudes Leonard and Eurich in reporting on thirteen studies reached the same conclusion that Percival Symonds made based on the experiments carried on by Harper, Watson, and others, namely, "that training in attitudes is very specific, that ordinary school instruction does not have much influence on social attitudes, but that carefully planned activities and discussions are capable of modifying attitudes and prejudices in the particular field worked in."<sup>2</sup>

Ojemann and Wilkinson reported research to show "that when teachers learn to know their pupils as personalities in their respective environments teachers tend to become more effective guides for learning—the pupils achieve more in academic areas—and teachers also become more effective personality 'developers.'"<sup>3</sup>

In *The Eight-Year Study* volume, *Did They Succeed in College?*, a comparison of the 1,475 matched pairs revealed that the Thirty Schools' graduates "were more often judged to possess a high degree of intellectual curiosity and drive; were more often judged to be precise, systematic, and objective in their thinking; were more often judged to have developed clear or well-formulated ideas concerning the meaning of education—especially in the first two years in college; more often demon-

strated a high degree of resourcefulness in meeting new situations."<sup>4</sup>

Anna Burrell recently has completed an interesting investigation. Its scope is stated as follows: "In almost every elementary classroom are children who are having serious difficulty in learning reading, language usage, spelling, arithmetic, or in learning how to get along with people. Even the most skilled teacher, working under favorable conditions, may have some pupils who do not learn. The purpose of this study was to determine whether the learning of such pupils could be facilitated if emphasis were placed on meeting the emotional needs of the pupils rather than by applying any special drills or any special remedial work."<sup>5</sup> Under such circumstances it was found that (1) learning was facilitated, social relationships improved, and deviate behavior as manifested by the experimental selects diminished in frequency and intensity.<sup>6</sup>

Robert S. Fleming of the University of Tennessee reports in an article in the *Journal of Educational Sociology* that "as teachers attempt to meet the emotional needs of children, psychosomatic symptoms tend to diminish in frequency and to become less acute in nature. Likewise, school attendance is improved. . . ."<sup>7</sup>

### *Homemaking, earning a living, and health*

Flora M. Thurston, Consultant in Family Life Education, Long Beach Public Schools, states that "studies

<sup>4</sup> Chamberlin, Chamberlin, Drought, Scott, *op. cit.*, p. 207.

<sup>5</sup> Anna P. Burrell, "Facilitating Learning Through Emphasis on Meeting Children's Basic Emotional Needs: An In-Service Training Program," *The Journal of Educational Sociology*, March, 1951, p. 381.

<sup>6</sup> *Ibid.*, pp. 390-91.

<sup>7</sup> Robert S. Fleming, "The Effects of an In-Service Education Program on Children with Symptoms of Psychosomatic Illness," (Unpublished Doctor's Dissertation), *Journal of Educational Sociology*, March, 1951, p. 405.

<sup>1</sup> Leonard and Eurich, *op. cit.*, p. 141.

<sup>2</sup> Percival M. Symonds, *Diagnosing Personality and Conduct*, New York: D. Appleton-Century Co., 1931, p. 235.

<sup>3</sup> Ralph H. Ojemann, and Frances R. Wilkinson, "The Effect on Pupil Growth of an Increase in Teacher's Understanding of Pupil Behavior," *Journal of Experimental Education*, December, 1939, p. 147.

made of results of homemaking and family education, notably one in New York state and another in Minnesota, and one being made in California, show evidence of more intelligent family living, more satisfied family members and better development of children. . . . A few years ago it was reported that divorce among college majors in Home Economics was 1/32 as frequent as in the population in general."

Dr. Paul Popenoe of the Institute of Family Relations in a recent conference stated that hundreds of couples who come to the Institute for guidance ask, "Why did not our high school or college help us?"

In questionnaires given out at the end of the course, Dr. Noel Keys, Professor of Psychology at the University of California, found that students were highly appreciative of the help which his course "Preparation for Marriage" had given.

For years the Toms River High School, New Jersey, has stressed Home and Family Life Education in its program. It is reported that a higher percentage of Toms River graduates who have married have found happiness and success in their marriages than is generally the case.

Stephens College in Columbia, Missouri, as you know, recognizes the importance of Home and Family Life Education in its program. In 1948 a check was made of 3,700 graduates who had taken the course. Of the 1,587 former students who replied to the questionnaire, only thirty-one were separated or divorced.<sup>1</sup>

Harold Alberty reports "that over 50 percent of the boys and girls [in secondary schools] are not being properly prepared by the schools to make a living."<sup>2</sup> This figure of 50 percent com-

pares with the 60 percent given by Prosser as the number of secondary school students who are not going to college and who are not being given specific vocational training. You may recall evidence for your own school which indicates clearly that parents, students, and often teachers, place a prestige value on the professions. We find that a very high percentage of students take courses to prepare themselves for the professions when only about 10 percent of our people are needed for this type of work.

A California study reports that there are job opportunities for about 32 percent of our young people in business and sales fields, 16 percent in agriculture, 42 percent in the trade and industrial fields, but students do not choose to prepare for these fields in like percentages.<sup>3</sup>

The 1950 Yearbook of the Association for Supervision and Curriculum Development entitled *Fostering Mental Health in Our Schools* states: "The conditions of good mental health require that the school create a situation for *all-day-long* where there is a healthy emotional climate—where good human relations between child and child, and between teacher and child can flourish. It will mean providing many more experiences that relate to spontaneous and developmental interests of children. It will mean not only learning to evaluate the total development of the child, but also developing ways of evaluating our own progress toward providing the conditions necessary for good mental health."<sup>4</sup>

A Committee on Preventive Psychi-

<sup>3</sup> *Education for All American Youth Through Follow-Up Studies of School Drop-Outs and Graduates*. California State Department of Education, Bureau of Trade and Industrial Education, Instructional Materials Laboratory, Oakland, California. March 27, 1951.

<sup>4</sup> The 1950 Yearbook of the A.S.C.D.—*Fostering Mental Health in Our Schools*, National Education Association, Washington, D. C., 1950, p. 12.

<sup>1</sup> Rex A. Skidmore, and Anthon S. Cannon, *Building Your Marriage*, New York: Harper and Brothers, 1951, pp. 598-99.

<sup>2</sup> Harold Alberty, *op. cit.*, p. 109.

atry has described four different projects which are functioning in the classroom to affect the emotional development of the school child. The four projects are (1) The Bullis Project, developed by Colonel H. Edmund Bullis and Miss Emily E. O'Malley in the elementary schools of Delaware, (2) The Force Project, developed by Mrs. Elizabeth S. Force in the Toms River High School at Toms River, New Jersey, (3) The Ojemann Project, developed by Professor Ralph H. Ojemann in the University Elementary and Secondary Schools of the State University of Iowa at Iowa City, Iowa, and (4) The Forest Hill Village Project, developed by an interdisciplinary group at the University of Toronto, Toronto, Ontario, Canada, in the elementary and secondary schools of Forest Hill Village, Ontario, Canada.

In evaluating the projects the following statements are made: "Recently, forward looking educators have recognized the overwhelming body of evidence which indicates the tremendous significance of healthy emotional development for good intellectual performance. As a result of this slow evolutionary process, the educational system is ready now to include programs for the promotion of healthy emotional development as part of the regular curriculum; and to accept further responsibilities for the preparation of its students for adaptation to the problems of stressful life."<sup>1</sup>

An indication of the interest of the public in better mental health is found in a news release of the Chamber of Commerce of a large western city which states: "The board of education should enlarge the mental hygiene program in the schools and thus help

to forestall some of the necessity of clinic treatment in later years. . . . 'The health and hospital committee and the board of directors of the Chamber are cognizant that the board of education has been promoting, with help from parent-teachers, a program of child hygiene, mental care and instruction. They commend the board of education highly for its foresight in this respect and feel that this is definitely a step in the right direction.' "<sup>2</sup>

### *Holding power*

One of the most widely discussed school problems is that of holding power. J. W. Menge of the Detroit Public Schools reports that there were 17,000 in the first grade in Detroit in 1918. In the graduating class in 1918 there were 1,100. In 1938 there were 21,000 in the first grade with 12,000 graduating from grade 12. The fact that the holding power of the Detroit schools has increased remarkably is indicated by the fact that the increase during the twenty years (1918-38) in the first grade was only 27 percent, while the increase in the graduating class for the same period was 1,020 percent.<sup>3</sup>

Improvement in holding power is probably explained by studies such as a 1949-50 study of graduates of the Rockford, Illinois, high schools. This study compares the class of 1946-47 in their reactions to the amount of help they received in high school. Percentages were computed to indicate the number who said they received considerable or all of the help needed in each area. The areas are listed below together with the differences in the percentages for the year 1923 and the years 1946-47. In each case the per-

<sup>1</sup> *Promotion of Mental Health in the Primary and Secondary Schools: An Evaluation of Four Projects*, formulated by the Committee on Preventive Psychiatry of the Group for the Advancement of Psychiatry, Report #18, January, 1951, Topeka, Kansas.

<sup>2</sup> Pasadena, *The Independent*, March 16, 1952.

<sup>3</sup> From a graph based on data from the Superintendent's Annual Report 1945-46, Detroit Public Schools, Detroit, Michigan.



centage for the 1946-47 group was higher by the difference indicated.<sup>1</sup>

	per cent
(1) preparing to earn a living.....	15
(2) developing an effective personality	30
(3) living healthfully and safely.....	21
(4) managing personal finances wisely.	26
(5) spending leisure time wholesomely and enjoyably.....	22
(6) taking an effective part in civic affairs.....	29
(7) preparing for marriage, homemak- ing and parenthood.....	25
(8) making effective use of educational opportunities.....	20

The fact that education today has a far greater holding power than in former years is definitely shown by statistics reported in the *Report of The First Commission on Life Adjustment Education for Youth*. Of the total number of children entering the fifth grade in U. S. schools in 1906-07, only 14 per cent graduated from high school. Of the total number of children entering the fifth grade in U. S. schools in 1940-41, 48 per cent graduated from high school.<sup>2</sup>

Another report, however, sounds a warning that even though holding power has increased, much must still be done. In *Education for All American Youth Through Follow-Up Studies of School Drop-Outs and Graduates* published by the California State Department of Education it is reported that well over half of our students drop out of high school before graduating. Obviously, something is wrong. Only by making methodical studies in which students who have dropped out are questioned as to their reasons for dropping out and these replies analyzed can we arrive at any facts that will

help us to relate the kind of educational program being offered by the high schools and the high rate of drop-out from these schools. A number of such studies have been made.

The major findings of the survey data are that the chief reasons for drop-outs are uninteresting school programs (usually the subject curriculum, college preparatory program) and retardation and failure (caused by students being forced to take courses not suited to their interests and abilities).

The research evidence just cited would seem to justify the following conclusions:

- (1) Facts and skills are learned just as well, or better, when the school emphasizes insights, attitudes and values.
- (2) Positive attitudes and values result from a school program when attention is given to them—they do not just happen.
- (3) A program resulting in improved physical and emotional health not only does not interfere with skill development, but is essential if effective learning is to occur.
- (4) Homemaking, earning a living, and leisure living emphasis in a school program actually results in better homemakers, more successful earners, and more positive uses of leisure time.
- (5) The more a school gears its program to the needs and interests of youth, the greater the holding power.

#### UPON WHAT BASES SHOULD SECONDARY EDUCATION BE DETERMINED?

Certainly we must have criteria upon which to base our program of education. Schools are maintained by the country of which they are a part to help youth meet the demands of living. Values which a particular society or country believes important determine the kind of schools which that country should be willing to support. More and more is being discovered concerning needs of human beings as they grow and develop. These needs, together with knowledge of the ways in which learning takes place most effectively, obviously have im-

<sup>1</sup> *Report on Twenty Five Years of Secondary School Progress: 1923-1947*, Rockford, Illinois, High Schools.

<sup>2</sup> *Vitalizing Secondary Education*, Report of the First Commission on Life Adjustment Education for Youth (Bulletin 1951, No. 3), Federal Security Agency, Office of Education, Washington, D. C., p. 6.

portant implications for an educational program.

We know that all youth will need to earn a living and to establish a home. They will be making choices in their reading. What newspapers, magazines, and books will they select? How much time will they spend looking at television and going to the movies, and which radio programs will they hear? Will they be able to analyze propaganda intelligently in all media of communication? They will be making up their minds on labor-management issues, the desirability of the United Nations, and the solution for controlling inflation. How many will succumb to the fast tempo of living which may jeopardize health, and how many will discover a way of life which will permit physical and emotional health?

Previous speakers have emphasized the seriousness of these times for our way of life. Surely a basic purpose of the school should be to help youth understand, accept, and become supporters of the values which America is trying to enhance and preserve. Our civil liberties will be preserved through people believing in them completely. Characteristics of democracy such as the dignity and worth of every human being, the opportunity for each individual to think for himself, to stand on his own feet, may be promoted only by schools which provide an environment conducive to the development of such values.

Experts in human development are helping educators increasingly to understand the manner in which human beings grow and develop. Stephen M. Corey summarizes the research at the adolescent level by setting five developmental tasks of youth: "(1) Coming to terms with their own bodies, (2) Learning new relationships to their age mates, (3) Achieving independence from their parents, (4) Achieving adult social and economic status, and (5) Ac-

quiring self-confidence and a system of values."<sup>1</sup>

I have often wondered why we educators seldom remember personal experiences in setting up learning situations in school. As I analyze my own intellectual development it is obvious to me that I have learned most effectively when I had a purpose. It seems to me also that new learning has been retained most effectively when there was real meaning in the situation. When the new learning was related to experiences through which I had gone, there was a setting in which I could assimilate and organize for my own use that which was new. Then, too, it seems to me that I have learned most effectively in an atmosphere of friendliness, when those around me—especially the teacher—believed in me. The emotional tone of the situation seemed to make a difference.

These four bases upon which an educational program can be determined—demands of present-day living, democratic values, developmental needs, and how learning takes place—are closely related to each other. The school should not think of them singly but rather must consider all four as they relate to each other.

Perhaps the points should be emphasized that a faculty which accepts these four bases for determining an educational program will need to engage continuously in a curriculum program. No one of these four bases remains fixed for long. It goes without saying that the demands of living change every year. New conditions make us more sensitive to the need for stressing democratic values and we discover additional data concerning developmental needs of youth and how learning takes place.

<sup>1</sup> Stephen M. Corey, *The American High School: Its Responsibility and Opportunity*, John Dewey Yearbook, New York: Harper and Brothers, 1946, p. 98.

WHAT ARE THE CHARACTERISTICS  
OF HIGH QUALITY  
EDUCATION?

The program of any secondary school should be based on the best thinking of those responsible for the program, the school faculty and administration who, of course, have developed recommendations approved by the Board of Education. The faculty and administration if they are developing the program in the most effective fashion will secure participation of parents and students. When the four bases for determining a program are given careful consideration, it is my feeling that the program which is developed should have the following characteristics:

1. Faculty, parents and students have clear purposes.
2. The educational program is deliberately designed to achieve the purposes decided upon.
3. The guidance program makes possible the development of an educational program to meet youth needs.
4. Teaching methods are consistent both with purposes and how learning takes place.
5. School experiences are "meshed" with life experiences.

*Faculty, parents, and students have clear purposes*

Since the total environment educates, the home and school must work together in developing the objectives of the school program. Unless this is done, the home and school are likely to be in conflict with each other. Secondary school students are mature enough to participate freely in deciding on the purposes which should guide their secondary school education. An individual generally gets to his destination soonest if he knows where he is going. It is very important that the objectives of each secondary school be developed in the local community rather than by acceptance of those stated by experts miles distant. This is equally important at the college level. To quote

Wilford M. Aikin: "It must be said here that liberal arts college faculties seldom state clearly what they mean by liberal or general education. Perhaps they do not know. Individual professors often have clearly defined purposes. Sometimes departments such as English, history, economics have set up goals for their work. Rarely, however, have whole college faculties cooperatively thought their problem through and set forth their purposes and plans."<sup>1</sup>

Many school systems have developed excellent statements of their philosophy of education. The Nashville, Tennessee, and the Syracuse, New York, public schools are examples. Malden, Massachusetts, in its philosophy of education states that "each pupil should have:

1. A sound character and a well-adjusted personality;
2. A well-ordered pattern for healthful living;
3. A command of fundamental knowledge and know how to make practical application of it;
4. An appreciation and understanding of, or creative powers in regard to, art, music, and literature;
5. Good habits of work and efficiency;
6. The realization of the dignity and worth of work well done and the possession of skills of a vocational nature;
7. The knowledge of how to express himself clearly, forcefully, and accurately;
8. The ability to make worthy use of leisure time.<sup>2</sup>

You are all familiar with the ten imperative needs of youth as developed by the Education Policies Commission of the National Education Association and the National Association of Secondary-School Principals.<sup>3</sup>

<sup>1</sup> Wilford M. Aikin, *Adventure in American Education*, Volume I, *The Story of the Eight Year Study*, New York: Harper and Brothers, 1942, pp. 116-24.

<sup>2</sup> *A Philosophy of Education for the Public Schools*, Malden, Massachusetts, February, 1949.

<sup>3</sup> *Planning for American Youth: An Educational Program for Youth of Secondary-School Age*, The National Association of Secondary-School Principals, Washington, D. C., 1951, p. 9.



The real test of learning is the behavior change which occurs. Many educators, therefore, believe that the purposes of a school can best be expressed in terms of the kind of behavior necessary to be happy and successful citizens, homemakers, and earners. Health and the ways leisure is used have a direct bearing on these three.

*The education program is deliberately designed to achieve the purposes decided upon*

After deciding upon their philosophy of education, most schools set up their educational programs rather completely on the bases of tradition and college entrance requirements. The booklet, *Planning for American Youth*,<sup>1</sup> suggests a plan for a program in terms of purposes. The common learnings block of time, which is three hours or half of the day in grades 7 through 10, two hours in grades 11 and 12, and one hour in grades 13 and 14, is designed primarily for citizenship and homemaking purposes. Health and physical fitness experiences are offered an hour a day from grade 7 through 14. Exploration of personal interests occupies two hours a day in grades 7, 8, and 9. It is proposed that students elect in fields of avocational, cultural, or intellectual interest for an hour a day in grades 10 through 12. For vocational preparation which includes pre-professional studies in subjects such as science, mathematics, and foreign language, as well as vocational preparation for those who do not plan to go on to college, an hour is allocated in grade 10, two hours in grades 11 and 12, and three hours in grades 13 and 14.

In discussing an educational program deliberately designed to achieve the purposes which have been de-

cided on we will treat the same five areas that have been mentioned above:

- (a) citizenship (facts and skills, insights, attitudes, and values)
- (b) homemaking
- (c) earning a living
- (d) leisure living
- (e) health

a. *Citizenship.* Schools vary markedly in their organization of subjects required of all and which are designed primarily for general education or citizenship purposes. Most schools still offer separate subjects such as English, history, geography, and civics. Some try to bring about a correlation between subjects by having teachers work closely together. In many schools a teacher has a group of students for a two-hour block of time in order that the units of work may be offered which cut across subject-field lines. This provides more time for pupil-teacher planning. Many people believe there is more opportunity for facts and skills to be introduced in a meaningful setting. There is certainly no organization which in itself will enable a school to accomplish its citizenship objectives. It would seem, however, that the school has an obligation, if it accepts the bases for determining the curriculum which have been enumerated above, to provide opportunities for students to examine the problems in their personal and social living.

There have been many formulations and analyses of problem areas in which secondary schools should give students an opportunity to study. The following have been listed by Harold Alberty: orientation to the school; home and family life; community life; contemporary cultures; contemporary America among the nations; competing political, social, and economic ideologies; personal value systems; world religions; communication; resource development, conservation, and use; human relations; physical and mental

<sup>1</sup> *Planning for American Youth: An Educational Program for Youth of Secondary School Age*, N.A.S.S.P., 1951, p. 48.

health; planning; science and technology; vocational orientation; hobbies and interests; public opinion; education; war and peace.<sup>1</sup>

Perhaps the surest guarantee of adult citizenship is good adolescent citizenship. Therefore, the student activity program, as well as classes, should provide a laboratory in which students can practice democratic living.

b. *Homemaking.* Secondary schools have neglected their duty in the area of home and family living. The typical secondary school has given girls not wanting to go to college an opportunity to take cooking and sewing. During the past few years some secondary schools have become aware of the need to go beyond this meagre offering. They have broadened their Home and Living Program to include all phases of home living—foods and clothing, interior decorating, child care, and problems of family life such as buying a home and budgeting. Too often, however, these experiences are available only to a limited number of girls. The over-all design of a secondary-school curriculum should give all students, boys and girls, appropriate experiences to get ready for this most important part of their lives—a participation in family living. Much of this should be a part of the program to meet the common needs of students. Units in the core or common learnings program in areas of home living should be provided. In addition, for exploratory purposes all students in their junior high school years should have opportunities to carry on activities in the home and family living laboratories of the school. Many schools have a suite of rooms in which the various phases of home life can be simulated as nearly as possible.

<sup>1</sup> Harold Alberty, "A Proposal for Reorganizing the High-School Curriculum on the Basis of a Core Program," *Progressive Education*, November, 1950, pp. 57-61.

By grade 10 students should be mature enough and familiar enough with the offerings in home and family living to elect subjects such as clothing, foods, child care, or home decorating. In some instances it may be sounder to have these subjects combined into one course. Girls who are going on to college should be encouraged to elect these courses. Through the guidance program, girls who will probably marry soon after high school should especially be urged to elect them. Some schools are doing pioneer work in discovering the kinds of offerings at the senior high school level which boys should be given a chance to elect. In general, the nature of this elective offering should center in activities which have a natural appeal to boys and which will get them ready to be homemakers. Camp cookery, the man's role in the care of the sick, problems of home buying, landscape designing, and budgeting should be included. Some opportunities to learn to understand the growth and development of children should be a part of the offerings. Many boys who expect to marry soon will be ready to give thought to ways in which marriages may be made successful.

c. *Earning a living.* Secondary-school students may be divided roughly into five classifications according to needs for vocational preparation.

1. *Those who need a good general education program only.* Included in this group are those who will later secure jobs where the skill necessary will be learned on the job. College-bound students, where the college makes no specific requirements, form another group.

2. *Those who plan to enter trades and industries.* Among those in this category are the students who plan to be auto mechanics, electricians, carpenters, policemen, firemen, cosmetologists, and machine workers.

3. *Those who plan to enter distributive and business occupations.* In this group

are students who will become secretaries, clerks, accountants, general office workers, salesmen (both retail and wholesale), and prospective owners of small businesses.

4. *Those who will go into various agricultural occupations.* This group includes those who will raise live stock, grow crops, dairy, truck garden, grow fruit, etc.

5. *Those who plan to enter the professions.* These students will continue their formal schooling after high school, but in high school they need to take certain prerequisites. Included in this group are those who propose to become lawyers, doctors, engineers, and teachers.

There is a sixth group for which the secondary school has a responsibility—those who, after encountering the world of work, wish to go back to school to develop salable skills.

Every boy and girl should be treated individually in deciding how special vocational needs can best be met. How long will he remain in school? How sound are his vocational goals in relation to his abilities and employment demands? The early years of the secondary schools should provide many exploratory opportunities. Thirteenth and fourteenth year offerings available in the local community are highly desirable in order that youth learn salable skills just prior to the time they are ready to secure employment. Offerings of a secondary school for vocational and pre-vocational preparation divide themselves into three groups: (1) vocational subjects offered in the school building, (2) cooperative part-time work programs, (3) pre-college subjects.

Shops and laboratories for teaching auto mechanics, agriculture (in farming communities), radio, electricity, carpentry, and similar subjects are needed. Secondary schools also need rooms designed specifically for business

education courses—typing, shorthand, bookkeeping, and accounting.

Many vocational skills can be learned best on the job. Subjects which should be a part of a cooperative part-time work program depend on many factors. The possibilities for reimbursement, and the point of view of employers and unions must be taken into consideration. Auto mechanics, radio repair, bookkeeping, and retail selling are kinds of work which can often be learned best on the job.

Secondary schools are not justified in giving college preparatory subjects to a large percentage of their students when a relatively small percent actually go to college. Preferably, good general education courses in subjects such as English and social studies should be offered to meet the needs of both college-bound and terminal students. Specialized mathematics and science courses and foreign language should be offered to students who need these subjects to meet college requirements. In small schools work should be individualized within a class to allow college-bound students to secure the preparation needed.

I am sure that if enough high school educators based their programs on the developmental needs of adolescents they could do much to influence colleges to modify further their entrance requirements. Throughout the country colleges are revising their standards for entrance. Many are tending to place higher premium on skills, abilities, and understandings rather than covering all specified subject matter.

d. *Leisure living.* There is general agreement that a human being will be emotionally stable and happy if he has an outlet for his emotions through some media in which he can be creative in his own right. Over the years secondary schools have offered subjects such as dramatics, fine arts, and music, but generally these have been for the few



who have special talents. Theoretically, opportunities for creative expression have existed, not only in these special offerings, but also in many of the regular subjects such as English and science. Often the organization of a subject and the way in which it is taught has negated the development of creative expression. For example, book reports of a stereotyped nature in English classes, or required speeches, regardless of whether the individual had anything he thought was worth saying, have caused students to want to have no more similar activities when they finish the class.

Secondary schools have an obligation to satisfy the need of every individual for creative experience. This can be done in two ways. First, classes in general, if they provide environments conducive to expression, will help. The science class may provide the stimulus for a boy to develop a laboratory at home in which he will spend many interesting recreational hours. Out of the English class may develop several one-act plays which the students themselves have written and which they wish to give for their parents. An industrial arts class often provides the impetus for a youth to develop a hobby which serves him well throughout life. Second, in addition to examining the total offerings of the school to be sure that the organization of the class and the methods used encourage creative expression, special offerings should be available in drama, publications, creative writing, vocal and instrumental music, and the graphic arts and crafts.

In a small school it may not be possible to organize a special class. Where this is true it becomes even more important for teachers to permit individual activities to flourish in their classes. For example, there is no reason why English teachers cannot encourage each individual to engage in some activity in the communication

area which is highly creative and in which he can "lose himself" in satisfying projects.

Secondary-school educators, if they are aware of the need for creative experiences at all, must make it clear to laymen and recognize, themselves, that standards of quality must be in terms of each individual. In other words, is the activity satisfying to the person engaged in the project? There is a tendency to compare school drama productions with those on Broadway; student newspapers with the best city dailies; and works of art with those in museums. These kinds of comparisons tend to discourage students other than those who are especially talented in each field. It must be remembered that the purpose is to give individuals the satisfaction of being creative rather than that of becoming known as an outstanding artist.

e. *Health.* All secondary-school students should have an opportunity for continuing experiences throughout grades 7 through 14 in health and physical fitness. Here again, in the first part of the secondary school, possibly grades 7 through 10, students should be able to participate in a sports program for all. Seasonal sports obviously would be the core of this program. It should be remembered that an enjoyment of sports depends on the development of good body mechanics and attainment of sufficient skill to feel successful. Activities in the lower secondary-school grades should help students learn how to walk, run, dodge, sit, stand, and move with ease and poise. Equally important, it should help each boy and girl develop, unless he already has it, a zest for active participation in games of a physical nature. Many of these games should be the type which will encourage a student to want to be out-of-doors.

In the middle secondary-school grades, about 9th and 10th, sports such

as tennis, archery, golf, bowling, swimming, horseback riding, folk dancing, modern dance, and social dance should be introduced to students while they are at the same time able to continue participation in team games. In grades 11 through 14 students should be able to elect individual sports.

An interschool and an intramural program, as well as a corrective program, should be a part of the total health and physical fitness offerings. In our present culture many boys will want to engage in interschool sports. Strong leadership to prevent over-emphasizing this interschool program can be educationally sound from grade 10 onward. It should supplement an intramural program which gives an opportunity to engage in after-school sports. Physical facilities, especially gymnasiums, should not be given over to the inter-school sports. In this area most secondary schools are vulnerable in that the interschool activities occupy far too large a portion of the time that gymnasiums are available.

*The guidance program makes possible the development of an educational program to meet youth needs*

Guidance programs are frequently separate from instruction and often represent efforts of the school to fit students into the existing curriculum offerings. If a guidance program is a good one, we believe it will have these four characteristics:

1. Every student will be known well by someone on the school staff.
2. Provisions will be made in planning the teacher's "time" and pupil load for individual conferences as well as group guidance in classes.
3. Secondary-school plants will be built or redesigned to include conference offices where teachers and students can meet privately.
4. A premium will be placed on the development of a faculty which is guidance-conscious and trained in guidance techniques.

It goes without saying that such a

program requires teachers who like adolescent children and are interested in their development and needs.

If the needs of youth are to be met, it seems obvious that students must do things that seem worth while to them at school. Too often, young people regard time spent in the regular curriculum of the school as a necessary evil. If the real needs of youth are satisfied the young people themselves will have to sense the relationships of school experiences to their lives outside of school. Johnny Jones and Mary Smith will respond with enthusiasm to classroom opportunities to the degree that activities are clearly related to what they recognize as their own needs. All of this means that a successful guidance program must underlie the program offerings of the school.

If every student is to be known well by a staff member most teachers will have to be involved in a guidance program. This is desirable for teachers will be better teachers if they participate in the guidance program. What is learned through knowing young people will be more likely to get into the curriculum if the guidance staff and the teaching staff of a school are, in the main, the same people.

*Teaching methods are consistent both with purposes and how learning takes place*

Good teaching demands that each student feel that he is being treated as an individual. He must sense that his difference and his uniqueness are respected. More and more literature is becoming available to indicate the basic underlying needs of human beings which, if not met, block the satisfaction of other needs. The last White House Conference highlighted these needs.

A recent pamphlet by Louis E. Rath and Anna P. Burrell<sup>1</sup> gives spe-

<sup>1</sup> *Do's and Don't's of the Needs Theory*. Edited

cific suggestions to teachers on things to do and not to do in meeting the need for belonging, the need for achievement, the need for economic security, the need to be free from fear, the need for love and affection, the need to be free from guilt, the need for self-respect, and the need for guiding purposes.

As long as secondary schools have fixed programs where students must "take it or leave it," it will be impossible for many students to have their needs satisfied. Materials must be provided which require widely varying levels of reading ability. The academically superior student must be held to achievement standards commensurate with his ability. By the same token, the youngster who has difficulty coping with mathematics problems, or expressing himself effectively, must be given an opportunity to feel success when he conscientiously tries. If the secondary-school program provides a wide variety of experiences, each individual will find some in which he can be successful. Students will be helped if a variety of teaching methods and materials is used. Use of audio-visual instructional materials, various art media for communication, educational trips, and interviews, in addition to books, will permit many students to succeed who would be doomed to failure in the reading, reciting, and testing types of classroom.

Good teaching also provides the opportunity for students to help plan the contents of their courses. Educators recognize the importance of a citizenry able to participate in group planning, of executing, and of evaluating. It is not hard, therefore, to justify taking time in every class for student partici-

pation. If teachers permit students to help develop goals for the course, to decide what experiences offer the greatest promise of achieving these goals, and to evaluate how well the goals are achieved, students should leave high school able to participate effectively in group planning, whether it be in the home, church, community, or as citizens of our country and world. Pupil participation also insures that students see the connection between their own development and the subjects they are taking.

Through the guidance program and pupil participation in classes, students can be helped to establish personal goals as to the kinds of people they wish to be. With good leadership, adolescents grow up wanting to be healthy, to be effective members of families, to earn a living honestly and successfully, and to participate as active citizens of the community. If pupils and teachers are both concerned over the attainment of these broad goals, subject matter can be used more effectively as a means of achieving them.

*School experiences are "meshed" with life experiences*

If school experiences are to satisfy the needs of youth, they obviously must be closely related to the life experiences of young people and the problems, concerns, and interests which are developed in the home and community. The school will be able to develop a program which is closely related to the total experiences of youth only if it works in close cooperation with parents and adults in the community who are responsible for youth activities. The Parent-Teacher Association, especially if it encourages individual room meetings and parent-teacher conferences, can be a powerful stimulus to bring the home and school together.



The school can do much to enlist the active support of business and industry as well as parents. A recent brochure entitled "Education and Industry Cooperate"<sup>1</sup> describes the ways in which education and industry can work together.

Adult education offers real opportunity for bringing the community and school into close cooperation. If schools can offer programs which cause young adults to recognize the benefits of education, as they meet problems after graduating or leaving secondary schools they will naturally look to the school as a resource to help them meet adult needs. Adults who are being served effectively by their school system will have faith in it and be willing to work with it for the best education of youth.

#### WHAT CAN WE AS ADMINISTRATORS DO TO IMPROVE SECONDARY EDUCATION?

By far the most important single step which we as administrators can take to improve secondary education is to provide the maximum opportunity for faculty members to develop the educational program. Only through an understanding of the program will teachers become more effective in the classroom. Understanding occurs best when one actually helps to make the decisions. But it is more than understanding. High-quality secondary education demands enthusiastic teachers. Enthusiasm is generated when one has an opportunity to help decide what to do, how to do it, and then to evaluate its success.

The administrator can make a significant contribution to the improvement of secondary education not only through providing for participation of faculty members but also of parents and other laymen, and of students. It is my considered judgment that two of the basic problems concerning secondary education today will be resolved to the extent that such participation is provided by administrative leadership. These problems are the securing of enough skillful teachers to staff our schools, and the providing of adequate financial support.

If we as administrators are going to grow in our ability to involve teachers, parents, and students more completely in improving the educational program we must clarify our ideas concerning the leadership role of an administrator. Can each of us become more of a coordinator instead of an individual who makes the decisions and gives orders that they be carried out? Can we serve more as a resource person to whom teachers can turn? Can we become staunch advocates of a program of evaluation in which we are constantly checking the success of our offerings in terms of the purposes upon which we have agreed as important for secondary education? I believe we can grow into statesmanlike leaders providing we re-examine our own thinking concerning the importance of an improved secondary-school program. If we as individuals are convinced that our way of life is worth preserving, if we are convinced that secondary schools can make a difference in whether youth mature into the kinds of citizens our country needs, then we will be willing and eager to assume the leadership rôles which secondary schools so desperately need today.

<sup>1</sup> Department of Educational Research, Hill and Knowlton, Inc., Public Relations Counsel, New York, N. Y., July, 1951.

## I. THE LAYMAN'S STAKE IN EDUCATION: AS AN INDUSTRIALIST VIEWS IT<sup>1</sup>

W. H. HARVEY

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THE MATTER of what any group expects of the high school graduate is probably a reflection of the interests served by that group. The complexity of the problem is evidenced here today by the fact that you have invited various segments of our economy to be represented. Close analysis would undoubtedly reveal almost complete agreement on about 75 percent of our hopes and expectations and the 25 percent would be a reflection of our selfish interests.

In the world today, the educational program of the United States, is perhaps the most ambitious and certainly the most far-flung of any country in the world. When one considers that 54 percent of all the high school enrollment of the world is found in America, it is obvious that our country puts a high premium on education and is willing to pay the price.

The facilities and instructional staffs of the American high school cannot be matched anywhere. Physically and intellectually the American high school is qualified to prepare young people for living.

I said that the high school is qualified to prepare young people for living, but, is the average high school doing what it is qualified to do?

I think it is quite generally admitted that from the aspect of skill or technical proficiency the high school does an excellent job—especially so, when one considers that a high school education is available to any boy or girl regardless

of his ability to profitably pursue education beyond the elementary level.

Last fall I was quite intrigued by an article in a trade magazine entitled, "Educated Americans or Trained Robots?" The article was a report of an educational survey conducted in schools of engineering. It was pointed out that non-technical training in many schools of engineering was limited to a course in Business English and Economics I. Can such a graduate engineer be considered as trained for our highly complex society? It was gratifying to note that many engineering colleges are now beginning to emphasize and incorporate in their curriculum "humanics" as well as "mechanics."

Is the educational process at the high school level accomplishing more than at the college level? Perhaps we could approach the question from a negative manner for the moment and discuss the areas in which the high school graduate fails in business.

Recently seventy-six corporations were canvassed as to why people don't get on in business and why they lose their jobs. The survey dealt primarily with office and clerical workers, but it may be assumed that the results of the survey would apply as well to employees doing factory work.

The most striking result of the survey was that specific skills, or actual technical knowledge, were relatively unimportant. On the other hand, character traits seem to be of vast importance, representing 90 percent of the causes for discharge and 76 percent of the reasons for which promotion was not granted. Apparently, then, the

<sup>1</sup> One of a series of addresses upon the theme, "The Layman's Stake in Education," delivered at Chicago, April 2, 1952. The specific title employed by Mr. Harvey was, "What Industry Expects of the High School Graduate." The other addresses follow immediately.

ability to keep a job and advance in it are primarily related to attitudes. Another significant factor in the survey is that the character traits in question are of the type that are correctable. Some of the character traits listed in the survey were as follows (in order of importance):

- Carelessness and Irresponsibility
- Non-cooperation
- Laziness
- Absence (other than illness)
- Dishonesty
- Attention to Outside Things
- Lack of Initiative
- Lack of Ambition
- Tardiness
- Lack of Loyalty
- Lack of Courtesy
- Self Satisfaction

Why is it, then, that so many people are deficient in those traits of character so essential for intelligent living and so vital in the establishment of a good society? I shall not be so bold as to point at the school and say, "You have failed in your responsibility." Certainly the development of young people for life is the responsibility of the home, the school, the church, and society as a whole. The old Biblical dictum of "Teach the child the way he should go, and he will not depart from it when he is old" is as applicable today as it was years ago. The first responsibility for character development rests in the home. An educational institution can never supplant the training necessary in the home—or compensate for the lack of training in the home. In the same way business or industry cannot take on the chore of character development when the boy or girl graduates from high school or college.

While the school, then, cannot rectify home failure, it, nevertheless, can help in making the failure more permanent, or nullify the success of the home. In the same way, industry can tend to undermine the good effects of

both. This is a very serious indictment and will certainly be questioned. What I am leading up to is the pernicious influence in public education for some time embodied in the philosophy of John Dewey and revolves around his philosophy of experimentalism. I am not an educator in the professional sense of the word and do, perhaps, analyze the problem unprofessionally, but while I am in accord with the experimental or pragmatic approach in the field of technology, etc. I am convinced the application of such an approach to morality or Christian ethics has produced immorality rather than morality and knocks the props out of any character building program. I maintain that the basic function of education is to teach people to lead a good life—I know of no better rules for a good life than the Ten Commandments.

What does business expect of the high school graduate. *Well, first of all, we hope that the boys or girls have been taught to do whatever they undertake to the best of their ability.* And in connection with doing their job that they have been taught *to aspire for achievable goals.* Aren't many young people frustrated and dissatisfied because they are striving for goals impossible to achieve? Too many young people hitch their wagon to a star and end up as burned out meteors.

It is the desire of everyone in business to operate an efficient establishment. In an efficient business there are no unnecessary jobs.

If young people could be made to realize that the immediate job, no matter how commonplace, is a necessary job and important job which must not be slighted because of another future much-desired job. Poor performance in the first job is a sure way of not getting promoted to the second.

In business we recognize our re-



sponsibility for job placement and job training. We do not expect schools to send us people immediately qualified to fully take over our specialized jobs.

In this age of continual change and technological progress it is becoming increasingly difficult for the young man to make an intelligent vocational choice or for the school to do an effective job of vocational guidance. Prior to the era of rapid industrial change and progress, many occupations were more or less static or constant with skill requirements being the same year after year. But today established occupations or vocations may change over night with the result that a considerable amount of training proves valueless. In times past the young man could have a firm understanding on the vocational base on which the home was built, but, today, in all too many cases young people have not nor can they easily obtain a clearly defined knowledge of the father's occupation.

Since it is not possible, due to regulations, for young men to work in industry prior to age eighteen, experience or first hand knowledge of industrial occupations can only be obtained after graduation by drifting from job to job—and consequent confusion and increasing frustration.

While the school does try to eliminate such a condition by well-planned vocational counselling, career days in which business representatives participate and simulate business and industrial occupational training, the problem of intelligent vocational selection still exists. That this problem is quite universal is indicated by a recent survey of Northwestern University seniors, 70 percent of whom stated that they did not definitely know what they wanted to do.

What can be done to foster sound vocational selection? There are many suggestions and various plans in opera-

tion. On the college level we have found the cooperative plan of training very effective. A broad, comprehensive work assignment program exposing the student to all activities of a large industry supplemented with academic training has been a successful method of helping the young man find himself and at the same time receive valuable business training. The satisfactory placement of co-op graduates at Electro-Motive is witnessed by the fact that turnover or loss of such graduates is virtually non-existent when compared to other types of graduates.

No doubt closer cooperation between business and education proves extremely beneficial. A clearer understanding of education by industry and *vice versa* should prove beneficial. Consideration could and possibly has been given to joint curriculum committees which would analyze subject matter in relation to actual needs. Summer workshops in industry for teachers certainly lend themselves to better understanding and knowledge.

There is no question that the school faces a serious and difficult problem in trying to keep pace with constant and complex changes brought about by technological advance. There is a continual dilution and elimination of skills and techniques. The personal satisfaction possible in many skilled occupations diminishes with simplifications and mechanization of those occupations. But it seems that when some time-honored occupations cease to be essential or cease to exist, other occupations develop to replace them. While the skills of yesterday may not be applicable today, needs for other skills are developing which call for trained personnel and may prove to be more interesting than the old. We will be willing to undertake our share of that training. All we can ask of you is that the job applicant wants to work—is

willing to give eight hours of labor for eight hours of pay—knows that no one can get something for nothing—and that opportunity comes to the man who is prepared and responsibility gravitates to the man who will shoulder it.

I am very much aware that in emphasizing certain qualities which industry looks for in the young man, I am repeating what is trite and oft repeated. But there is no single thing which is as important as the quality or ability to work and the character and moral stamina associated with doing a job well. The only type of laziness on which there is a premium is of the type that stimulates a person to work hard to make a job easier and simpler.

How can the school effectively build character and integrity? I haven't got the answer. America is considered to be a Christian nation. Up until approxi-

mately 1860, education was primarily the function of private schools sponsored by religious organizations. Education in Christian ethics was part of the curriculum. After 1860, however, the state public school came into existence and as time went on the public school became ever more secular in nature. The problem of religious instruction was usually solved by its elimination.

In conclusion, all we ask of schools is that their graduates look upon going to work as an opportunity instead of an unavoidable evil and that they be trained to see things in their true perspective, and also to look for opportunity with the knowledge that security is a fleeting thing that comes only as a result of that inner feeling of satisfaction that comes from a job well done.

## II. THE LAYMAN'S STAKE IN EDUCATION: AS A MEMBER OF ORGANIZED LABOR VIEWS IT

MYLES HORTON

*Educational Director of the United Packing House, Workers Union, Monteagle, Tennessee*

WE HAVE A WAY of making dreams come true and one of our great American dreams was of a free and universal system of education. Our forefathers dreamed of education that would provide for all people the enlightenment necessary for citizenship, "Free to the children of rich and poor alike."

Labor joined with other advocates of public education in launching a movement rooted in the needs and dreams of the people. "The vitality of the movement for tax supported schools was derived," said a historian of this period, "not from humanitarian leaders, but from the growing class of wage earners." Later, Beard was to state that organized labor took a lead "in demanding from the legislator

the establishment of free and equal schools."

Labor people seldom attend a convention without being reminded of organized labor's role in establishing free schools in the face of opposition from the more respectable elements. The feeling is generally conveyed that public education is a dream come true, that public schools are a cure-all for whatever ails us. Labor, however, is not altogether uncritical. An effort was made to recapture some of the dreams of splendor by advocating vocational training of children of workers, a poor substitute for education for citizenship. On the whole, labor's role has been too much that of an outsider. This has certainly been true regarding

participation in secondary education.

Let us take a look at the development of high schools and of labor's *passive* role in their development. The high school is a young institution in American educational history and was not an immediate outgrowth of the movement for mass education. In fact, the early high schools prepared students for college and did little else. Even today most high schools are better fitted for educating the one out of five students who go to college than for educating the majority who go out to earn a living. The fact that most students go to work and not to college has had too little influence on the high school program.

Vocational education attempted to remedy this situation. It not only fails to give the student an understanding of the world in which he will have to live but does not even provide the training needed for a livelihood. Vocational training has never been more than a patch-work affair.

It is also worthy of note that the high schools became institutionalized and got set in their ways during a period when our philosophy was that of individualism, when education was keyed to getting ahead.

The high school was naturally a product of its time, tailored to meet certain limited needs of the day. But times have changed. The early program has lost much of its meaning. Today, students must be taught to unite with others in a common struggle for a decent standard of living and to stand together against bigotry and war. Only by working together can the individual become a worthwhile part of society.

High schools, your Association declares, "must promote the principles and spirit of American democracy." This forthright statement of purpose has a tug to it but not enough of a tug

to off-set the force of practices that run contrary to the purpose.

What of the practices in high schools? Are the schools set up from top to bottom on a democratic basis? Are the policy-making bodies representative of the people in the community? Is the relationship of administrator to teacher and teacher to student democratic? Do all have a voice in policy making?

High purposes can be nullified by the manner in which the school is organized and administered. Democratic principles must be incorporated into the structure and conduct of every facet of school life. Gandhi said it this way, "The value we seek in the goals must appear in the means we employ."

The average school board members, for example, come from business and the professions. However, most students come from working families and homes of white collar employees. There are few children of employers simply because there are few employers. The presence of one or two labor people on a school board may be a friendly gesture or it may be window dressing but it can hardly be considered representative, especially in cities where about four-fifths of the children come from homes of workers.

If the administrator's primary concern is with buildings and budgets rather than with the democratic organization of people there will not be the kind of cooperation which is essential. Genuine cooperation is possible only when all affected by a policy share in making it.

The professional relationships of teachers must be democratic. They should have a union so they can practice the democracy they teach. "Our whole educational system suffers," says John Dewey, "from the divorce between head and hand, between work and books, between action and ideas, a



divorce which symbolizes the segregation of teachers from the rest of the workers who form the great mass of the community."

Students must be given the opportunity to learn from experience how the democratic process works. Teaching about democratic goals is not enough. Students learn far more from what they see and do, from the way they live, than from all the verbalizing to which they are exposed. The democratic principles should apply to the relationship of students one to another and with teachers and administrators. Students should certainly take part in making and carrying out school policies.

The high schools in many instances fall far short of the dream of democratic education.

What happened to labor? Why hasn't something been done about the situation? When the dream became a movement, labor was in the forefront but when the victorious movement resulted in the establishment of institutions, organized workers took a back seat. The infant's upbringing was left to the teachers and to the better educated citizenry. The high school teachers brought over their ideas from the private school, the only school they knew; and the better educated, being also the better off financially, shaped the schools to their own interest.

Labor, poorly organized and trustful, allowed the schools to drift into an alliance with the privileged. Labor's failure to follow through was not due to a lack of interest. Labor had failed to grasp the nature of institutions.

Labor's role in the movement for public education cannot be disputed but labor's failure to follow through and guide the destiny of the schools that it helped make possible is a different and less commendable story. Labor is becoming aware of this weak-

ness but has not fully accepted the responsibility for doing a proper share of the day-by-day chores. Labor must help put life and vision in the institutional frame work.

While labor must accept its share of the blame, what of those to whom labor looked for guidance? The institutional side of the school which they neglected has absorbed too much of the attention of the school people. Too much time has been devoted to keeping the machinery of the institutions oiled and running. Too often sight has been lost of public education as a democratic movement. Spirit and purpose has been subordinated to framework.

Perhaps labor needs schools today less than the schools need labor. If the schools are to halt the present retreat and become truly democratic, understanding and constant support of labor is necessary. In the long run no other groups will have the will to fight off encroachments on democratic education. The basic interest of labor and the schools is the same. Educators should make it clear that the school needs labor's democratic strength; that labor should share in the policy-making and running of the schools.

"A school system," says the National Education Association, "which uses all the means at its command to create an understanding of the school's program and which invites the close cooperation of parents and other citizens in educational planning, will build a community-school relationship in which the popular mode of behavior is to support and befriend the schools, not attack them."

With Organized Labor and public education united in vision and in daily operations we would be in a position to make democracy a reality. No longer would distinction of class, of race, and of religion be tolerated. The schools could rise to the challenge of the day

and help in the creation of an army of democracy rooted in the struggles and traditions of the American people, an

army so vast and so determined that nothing undemocratic could stand in its path.

### III. THE LAYMAN'S STAKE IN EDUCATION: AS A SCHOOL BOARD MEMBER VIEWS IT

O. H. ROBERTS

*Immediate Past President, Indiana School Boards Association*

I WOULD BE extremely negligent in my duty to myself and to you if I did not tell you how honored I was by the invitation to participate in this meeting of your outstanding organization. The North Central Association and my good friend, Dr. Carl. G. F. Franzén, are to a great measure responsible for my interest and participation in school matters during the past six years. As many of you may remember, we had a bit of educational difficulty in my community a few years ago and I might say, in passing, that the North Central Association played no small part in bringing to the attention of a complacent community its responsibilities to its children and their schools.

Today I'd like to share with you a few observations, as a citizen, a father of three sons, and a school board member, greatly concerned about our system of education, its present and future place in our society.

Over the centuries since the dawn of civilization, we've passed through many eras and many periods in history. For one reason or another, we've given some of them labels. "The Dark Ages," "The Age of Reason," and other descriptive phrases have been found appropriate. In the years ahead, historians may well look back and characterize our present period as the "Age of Confusion." Individually and collectively people the world over are confused and are frightened by their confusion. There is no place where this is

more true than in our own country. In a nation which has been characterized by strong leadership, by lofty ideals and noble purposes, we can't help but be frightened when we see our ship of state floundering in a morass of corruption, confusion, and negative thinking. It's frightening to see mud slinging and McCarthyism become parlor pastimes. In a nation built upon the premise that government should be of laws, it is frightening to see men in high places, indicted as wrongdoers, and presumed guilty until they prove themselves innocent. Yes, these are difficult and confusing times. Today, rather than add to that confusion, I'd like to try to reduce my concept of public education, its place in our society, our stake in education, some of its ills, and its problems to as simple terms as possible. Perhaps we then can gain some constructive good from this experience.

The founders of our Republic very early recognized that if we were to have a people's government we needed a system of public, tax supported schools to give an opportunity for citizens to develop their inherent traits of leadership, and to become enlightened followers who could challenge their elected and appointed leadership to real heights of achievement. The goal was equal educational opportunity for all. As is always the case with any goal that is worthwhile, it is a long way from realization.

The older generation used education as an instrument for advancing the welfare of the individual. We are discovering, I hope not too belatedly, that education is a powerful instrument of national welfare. Probably the most powerful manifestation of the fact was in the G. I. Bill of Rights. At the end of the war this nation was faced with a terrifying problem of political, economic, and social transition for millions of demobilizing G. I.'s. The G. I. Bill helped greatly in the solution of that problem, one which was not primarily educational. Its success brought on new concepts of the value of a vigorous educational system as an instrument of national welfare. Business, government, civic groups, the average citizen, and the politician are seeing in public education a means to the maintenance of a high level of national welfare. It sounds extremely simple and without more you would imagine that the proponents of public education "never had it so good"

But with the blessings of new interest we must expect the burdens of responsibility. Educational objectives are no longer simple. Witness the day by day controversy over the fundamentals, "progressive" education, and education as a training ground for the responsibilities of citizenship. As parents, and as taxpayers, we expect our schools to guard the health and morals of our children, provide us and them with recreation and entertainment, contribute to national defense, help maintain high employment, and countless other tasks of greater or lesser importance.

I believe our greatest need today in the field of public education is the determination of educational objectives. In that process each of us, as individual citizens, must assume a responsibility. To many an American, young and old.

the first reaction when offered a new challenge is "What's in it for me?" While we are searching for our objectives, we might well be attentive to the recent observations of General Omar Bradley when he said, "Freedom is not a prize to be given a man for his distinguished achievement in having been born an American. A nation's strength is not to be found in its treasury statements. It lies instead in the character of its people, in their willingness to sacrifice leisure, comfort and a share of their talents for the welfare of the nation of which they are a part. . . . Probably the greatest simple cause for delinquency in citizenship can be traced to our declining sense of responsibility in the home, the church, the school and the community in which we live. Although many turn their eyes toward the mountainous issues that crowd our national scene, few have the humility to start down where citizenship counts."

In every community throughout this land, educator and layman must sit down together and share the burden of this determination of objectives. When we do, I think we can agree that the ideal community situation is a sharing of responsibility by the home, the church, and the school. Our immediate problem is to see that our schools are not unfairly burdened. I agree with those who do not believe the function of the schools is to change society. But I do submit that good education must equip our children to live in today's world and not the world of yesterday. This doesn't mean we can scrap the established learning of the Three R's. No! but we must provide additional educational experiences to meet the complex life we have developed for our children. Dean Melby, of New York University, suggests a fourth "R" in human relationships. Heaven only knows how badly we need to develop



techniques in this area. Labor and management, rural-urban areas in state legislatures, the field of education itself are only a few we might mention.

Education must be a changing, dynamic force if it is to keep pace with the needs and demands of our society. The objectives do not have to be complex, however, to be the proper foundation for the future. After all, the child, our children and their future, is that with which we're concerned. It isn't an avocation for School Board members, a profession for educators or business for supply houses that is our primary objective. Frankly, and very personally, I want my sons to be so well trained that in the enjoyment of their lives and the pursuit of happiness they can make the greatest possible contribution to their society and to their time. You and I know, if only we'll be honest with ourselves, that security is the most misused English word of our decade; that there is no security, only opportunity.

Once we have decided, laymen and professionals, that ours is a joint responsibility and have learned the techniques of getting together in a common interest, we can begin to reduce our objectives and expectations to simple terms. We then can tackle the other educational problems of our time. It isn't difficult to learn the facts of our educational deficiencies. Statistics are one of our more plentiful resources.

With our problems in buildings, equipment, and personnel accentuated each year by population pressures and reluctant public support, it is no wonder that our system of public education needs many friends if it is to continue as a successfully functioning part of our free society. During the many years since World War I, education has had to rely upon the profession itself for leadership, support, and the enlisting of public encouragement. It

has been extremely easy for us laymen to say, "It isn't our problem, we don't understand it, and, after all, that's your field." On the other hand, that attitude has been encouraged to a great degree by the professional who very frankly likes to live in his ivory tower; who can create beautiful confusion by his pedagogical wisdom and terminology; who now needs help and encouragement, but has lost any ability he might have had to develop good public relations. School Boards have in too many instances operated in a community vacuum or perhaps even worse under the domination of a superintendent who didn't want to be too well understood, for fear that some rather sharp Board member might recognize that they made a mistake in the first place, when they hired him to lead their educational destinies. In the past, the only citizen interest we found in many instances was destructive in nature; the promotion of selfish ideas and ideologies; the desire to destroy, rather than constructively improve.

Public education in these United States is one of our biggest and most important business enterprises. Its product, the child, is our most treasured resource. Ours must be a union of effort by laymen and professional, to provide those educational experiences that will give that child the tools with which to share the responsibilities of the only truly free nation on the face of the earth; a free nation upon whose shoulders rests the unwilling responsibility for world leadership. On the national level I've been greatly encouraged by the growth and development even though rather belated, of such organizations as the National Citizens Commission for the Public Schools. As professional educators and organizations have undersold the Commission's purposes, objectives, and sincerity, they have for the most part

welcomed its efforts on behalf of good schools. I think this can be charged in no small measure to the constructive approach of its program and its sincere desire to avoid national direction by encouraging community effort based upon local needs, interest, and support. The National School Boards Association is another rather recent development, seeking to serve as the voice of School Board members on a national level; seeking to give a medium for exchange of ideas and techniques for good School Board operation. I sincerely believe that a further improvement of educational expression on a national level can be had, once the leadership of these lay organizations join forces.

In these days of uncertainty our public schools are being subjected to bitter attack. We, as a people, are frightened and frightened people strike out in all directions. Just as is the case with individuals who are leaders and do big things, it is always the easiest to try to criticize and find fault with those institutions which have done and are doing the most for our way of life. In too many cases, I believe, we, by our concern, give too much dignity to unreasoning critics of our schools. I submit to you, the professionals, that our schools are making a great contribution to our way of life. However, our schools and their leaders need many friends. Schools are related to the community in many ways. It is a true partnership and both sides must assume their share of responsibility. Our schools need more builders and fewer who grind the axe of special interest. It is our duty to understand each

other in our interest in our public schools. It is then our common concern to "sell" the cause of our system of public education, with leaders of professional groups such as your own. A group of the leaders of such lay and professional organizations, meeting to exchange ideas and purposes without binding their own membership, could do much to present the problems of education to our nation and to our political leadership.

As one writer said, "FREEDOM is more than a word. It is a deeply cherished belief in the essential importance of the person and in the supremacy of a society which respects and safeguards the eminent dignity and integrity of personality.

"FREEDOM is a creative spirit that summons the energies of all men to the task of building the kind of community, the kind of nation, the kind of world in which they want to live. It is a dream of a world in which they want to live. It is a dream of a world in which all men, women, and children are encouraged to grow to their fullest—physically, mentally, spiritually—so that they may fulfill the great promise of their inner potential.

"But freedom is more than a belief or a dream. FREEDOM is also a process. As such it is concerned with means as with ends, seeking through democratic methods to create the good society.

"The education of free men to understand their proper role in a free society is basic to such a process."

To this task we must dedicate ourselves.

## AIDING TEACHERS IN IMPROVING TECHNIQUES OF EVALUATION<sup>1</sup>

ROBERT L. EBEL

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### I. Introduction.

- A. This presentation will be divided in two main parts: What should be done, and how it may be accomplished.
- B. The presentation is likely to sound dogmatic and contentious.
  - 1. The suggestions are in the nature of directives not observations.
  - 2. One purpose of this meeting is to raise issues and bring divergent ideas to a focus.
- I. What should be done? Teachers, administrators, pupils and parents should make more and better use of better instruments of evaluation.
  - A. Stop being apologetic about examining and grading pupils.
    - 1. Recognize the many important contributions of examinations and graders to learning, teaching, guidance and administration.
    - 2. Deny that there is anything "mere" about the process of giving grades.
    - 3. Direct disapproval toward the generally low quality of examinations and grades, and attempt to improve them, rather than toward the functions these instruments serve.
  - B. Do not dodge the difficulties (and thereby lose the values) of precise formal evaluation by asserting the superiority of less definite procedures of "appraisal," "assessment," or even "evaluation" as some interpret it.
    - 1. Accept Thorndike's dictum that whatever exists, exists in some amount, and whatever exists in amount can be measured.
    - 2. Reject the notion that only extensive physical quantities can be measured, and that a scale must have equal units and an absolute zero before scores on it can have meaning.
    - 3. Assert that if we can not "measure" a trait or collection of traits, we can not "evaluate" or "appraise" or "assess" it either.
    - 4. Deny that it is necessary to sacrifice precision in evaluation to increase its scope.
  - C. Teach teachers to make better tests.
    - 1. Acquaint them with various forms, so that they can choose one suited to the objectives, content and enrollment of the course.
    - 2. Make their examinations look forward to future problems and behavior, rather than backward to past learning experiences.
    - 3. Teach them to choose questions which represent fairly their teaching emphases and which contribute a substantial number of useful discriminations.

<sup>1</sup> Summary of a group discussion held under the auspices of the Commission on Research and Service at Chicago, April 2, 1952. The chairman was M. W. Stout, Associate Professor and Principal, the University High School, University of Minnesota. The consultants were Robert L. Ebel, Associate Professor and Director of University Examination Service, State University of Iowa, and H. H. Remmers, Professor and Director of the Division of Educational Reference, Purdue University.



4. Teach them to write questions which present clearly definite problems, which offer an acceptable best answer and which present superficially attractive distracters.
  - D. Provide teachers, parents and pupils with comprehensive and meaningful standard measures of the pupils' educational development.
    1. Emphasize prerequisite skills rather than content mastery or basic mental attributes.
    2. Beware of misleading norms.
    3. Report and interpret scores to pupils, parents, and teachers.
- III. How may it be accomplished? By devoting more time and attention to the problem, and by providing specialized assistance.
- A. Teachers can not take time to improve their evaluation practices if they are not allowed to save time from less essential present tasks.
    1. Educational returns from present efforts should be scrutinized carefully.
    2. Clerical assistance and up-to-date office equipment should be provided.
    3. More efficient school organizations should be adopted.
  - B. Workshops on examinations and grading for in-service training of teachers should be provided.
    1. Lectures on general techniques of good test construction can be presented.
    2. Illustrations of good and poor tests can be provided.
    3. Individual work on test construction can begin.
    4. Subjects groups can evaluate each other's tests.
    5. Problems which arise can be discussed.
    6. Selected tests can be evaluated.
  - C. Teachers can be helped to analyze their tests.
    1. Response counts can be made.
    2. Indices of difficulty and discrimination can be calculated.
    3. Items can be revised in light of analysis data.
    4. Score distributions can be analyzed.
    5. Reliability and probable errors of measurement can be calculated.
    6. Items can be classified as to function.
    7. Teachers can be encouraged to assemble files of tested items.
  - D. A standard testing program can be instituted.
    1. A package program has advantages.
    2. Nature and quality of the tests is crucial.
    3. Scoring service and interpretive materials should be provided.
  - E. Grade distributions can be published.
    1. To establish the meaning of a given grade in objective terms.
    2. To increase uniformity of grading practices.

## IMPROVING THE TEACHING OF BASIC SKILLS IN THE MODERN SECONDARY SCHOOL<sup>1</sup>

PAUL R. PIERCE

*Assistant Superintendent of Schools, Chicago, Illinois*

HIGH SCHOOL PRINCIPALS and teachers may once have been disposed to hold the elementary school solely responsible for teaching pupils the Three R's, spelling, and grammar, but that, to judge from present evidences must have been long ago. Whether due to the emphasis placed on the subjects by military authorities in World War II and subsequent "little wars," to the criticisms of certain lay groups that the fundamental skills are not taught as effectively as in father's or grandfather's day, or to the recognition by members of the teaching profession that the technical advances and the increasing tempo of current living call for much more proficiency in reading and use of the other communication skills, secondary school administrators and teachers now appear to take it for granted that stress on the basic skills should not be limited to the "K-9" range (kindergarten through junior high school), but should be extended throughout the span of "K-12," or better, "K-14."

Along with the desire to accord the fundamental processes their due place in secondary and college, as well as

elementary, levels apparently goes an attendant uncertainty, not to say confusion, regarding how this is to be done as the task is advanced from the quiet, simple, and secure atmosphere of the elementary school to the bustling, complex, and far-flung program of the high-school world. This was assuredly the impression one gained from the groping, but nevertheless pointed and spirited, discussion of an evening panel session of approximately two-hundred secondary administrators and teachers on April 2, 1952, in connection with the Annual Meeting of the North Central Association.

"Should the idea of teaching handwriting and spelling to high-school pupils be replaced by teachers' simply requiring the pupils to develop proficiency in these skills, utilizing the device of refusing to accept written work not meeting specified standards?" was the first question to be raised by the panel. The majority of opinions voiced by the audience were in the affirmative but acceptance by the group was qualified by two safeguards. It was agreed (1) that standards should be geared to the abilities of the pupils and (2) that specific instruction should be provided for pupils having particularly low levels of handwriting and spelling performance.

Further discussion of spelling centered about motivation of the pupil's effort to improve his spelling. Excessive drills set by teachers were condemned but practice sessions related to purposeful usage received strong audience support. The need to develop in the pupil ethical concepts of the desirability of accuracy was advocated, as was the motivating influence of his

<sup>1</sup> A summary of a panel discussion arranged by the Commission on Research and Service and held at Chicago, April 2, 1952. Mr. Pierce was chairman of the panel. The other members of the panel were Albert Burgard, Assistant Superintendent, Office of the Superintendent of Public Instruction, Springfield, Illinois, Clifford J. Campbell, Director, Dunbar Trade School, Chicago, Illinois, Olivia Cox, Research Section, Division of Curriculum Development, Chicago Public Schools, Reverend John J. Fitzmaurice, Vice-Rector, St. Rita High School, Chicago, Illinois, Nelle M. Groh, English Department, South Shore High School, Chicago, Illinois, Charles D. Lutz, Superintendent of Schools, Gary, Indiana, and William C. Reavis, Chairman, Committee on Field, Services, University of Chicago, Chicago, Illinois.

knowing the meaning of all words he is required to spell.

One of the main problems in improving the reading of high-school pupils, it was agreed, is to alert the traditionally subject-minded teacher to the importance of effective reading habits as a means to the pupil's learning in the teacher's subject field. Appropriate attention to vocabulary alone, it was pointed out, would measurably improve the pupil's reading in, and consequently his understanding of, virtually any high-school subject.

How to organize the high school staff for a mass attack on the problem of improving reading was a question frequently raised, and a number of procedures found to be helpful in practice were described. Observable trends were that the majority of the reading programs described appeared to be focused on assisting pupils frequently referred to as the "low 15 percent," that organizations for reading improvement affected only a small percentage of teachers and pupils, usually in the lower grade levels of the high school, and that the main emphasis in improvement programs was on ways of grouping pupils and finding teachers for the groups set up. Not much was offered regarding reading techniques used, or materials particularly arranged to meet the pupils' needs.

The desirability of improved articulation of the reading objectives, techniques, and standards of teachers in elementary, junior-high, and senior-high levels was pointed out and gains achieved by such action were described by an administrator of a system having twelve-year schools.

A thread of discussion that emerged

and receded throughout the evening session was concerned with whether sufficient time to deal effectively with the fundamental processes could be found when so many pressing social problems are making insistent and continuous demands on the secondary-school program. If there was a consensus on the part of the group concerning the problem, it was that reliance for insuring the improvement of pupils' competence in the basic skills should be placed on relating the skills to, and making them an integral part of, instruction in the various subjects, rather than trying to maintain separate classes for them.

The necessity of recognizing that each high school subject calls for specific skills in reading was raised and discussed at some length, but no specific means of meeting this problem were offered.

In summing up, it should be stated that the tenor of the session appeared to be that high-school administrators and teachers are definitely alert to the need for improving pupil proficiency in the basic skills in the secondary school. It appeared equally clear that while virtually all were determined to do something about the situation, very few expressed clear-cut ideas of how to go about it. Perhaps the main value of the discussion, as one participant later put it, was that it gave most of the two hundred who attended and remained through the gathering the comfort of knowing that many others were concerned with the same uncertainties as they themselves were, and that like them, the others were working gropingly, but consistently, toward workable solutions.



## REPORT ON THE USE OF THE EVALUATIVE CRITERIA<sup>1</sup>

MORGAN R. OWENS

*State Department of Education, Little Rock, Arkansas*

WE IN THE NORTH CENTRAL ASSOCIATION have a particular pride in the *Evaluative Criteria* developed by the Cooperative Study of Secondary School Standards since we were responsible for initiating the movement which culminated in a nation-wide study. When Chairman Sifert recently asked me to make a report on the *Evaluative Criteria* this morning, I informed him that there would be no time to assemble statistical data or to conduct a special study of the extent of the use of the *Evaluative Criteria* in the United States. He informed me that this was not the type of report that was desired on this occasion. The report which I am making this morning is based on my close association with the program from its inception as a member of the general committee of the Cooperative Study of Secondary School Standards from the very beginning, from studying literature in the field of secondary education, from talking with many persons who have used the *Evaluative Criteria*, and from my own personal experience in supervising evaluations in twenty-one high schools in Arkansas.

The *Evaluative Criteria* has exercised pronounced influence on secondary education in the United States as evidenced in the following areas:

1. Policies, Regulations and Criteria for Accrediting Secondary Schools by regional accrediting associations are, in the main, patterned after the *Evaluative Criteria*.

2. Policies, Regulations and Criteria for Accrediting Secondary Schools by State Departments of Education

have, in many instances, been largely determined by the *Evaluative Criteria*.

3. In several states instruments for evaluating elementary schools are now being used extensively. An examination of these instruments shows a close similarity to the pattern of the *Evaluative Criteria*. Arkansas was one of the very first states to take this progressive step. More recently the Southern Association of Colleges and Secondary Schools has developed a rather large volume of check lists for evaluating elementary schools which bears a close similarity to the *Evaluative Criteria* produced by the Cooperative Study of Secondary School Standards.

4. In a majority of states in the North Central Association, new schools applying for membership are required to undergo a complete self-evaluation using the *Evaluative Criteria* followed by an official evaluation made by a visiting committee. This same policy prevails in the Southern Association of Colleges and Secondary Schools, and in the Middle States Association of Colleges and Secondary Schools. The Middle States Association has made more extensive use of the *Evaluative Criteria* than any of the other regional associations, requiring each member school to undergo a complete evaluation periodically.

In addition to the use of the *Evaluative Criteria* for accreditation purposes, its use has other values which, in my judgment, are of much more importance. Among these I should like to emphasize the use of the *Evaluative Criteria* by the local school as the basis of an in-service teacher education program which results in school improvement and in professional growth of the

<sup>1</sup> Presented at the business meeting of the Commission on Secondary Schools, Chicago, April 2, 1952.

teachers; and the use of the *Evaluative Criteria* by visiting committees as the basis of an in-service program in educational leadership.

Administrators in charge of high schools in Arkansas which have used the *Evaluative Criteria* in a self-evaluation program have reported to me the following values derived from this organized study:

1. Gives local administrators a better knowledge of the over-all school program.
2. Broadens the teachers' concept of total school program.
3. Develops team work among the faculty.
4. Students get broader concept of the school's program if they participate in self-evaluation program.
5. Identifies weak areas in the school program.
6. Helps the administrator to organize his staff more effectively for an action program.
7. Provides good "ammunition" for the public relations program.

At the conclusion of the evaluation of each school which I have supervised, I have asked members of the visiting committee to give to me a frank and objective appraisal of their experience as members of the visiting committee. The following statements were most frequently given:

1. It is a valuable in-service program

in improving educational leadership.

2. It is a professional service to the local school evaluated.

3. It stimulates the local staff. The local staff is more interested and thorough in the self-evaluation when it is known that a visiting committee will come later to make an evaluation of the school.

4. Members of visiting committees learn that schools have many common problems.

5. The exchange of ideas during the evaluation is very beneficial.

6. Members of the visiting committee, as a result of their experience, go home with a determination to do a better job in their own schools.

7. Each member of the visiting committee is consciously or unconsciously evaluating his own school on all items in the check lists while participating in the evaluation.

8. Provides much help in supervising the instructional program.

9. The experience as a member of the visiting committee is easily worth as much as one semester of graduate work in education.

It is to be hoped that the Commission on Secondary Schools of the North Central Association will do everything within its power to promote more extensive use of the *Evaluative Criteria* as one of the very effective means of improving secondary education.

## ASSOCIATION BUDGET FOR 1952-53

AT THE MEETING of the Executive Committee of the Association held in the Palmer House, Chicago, June 28, 1952, the proposed budget for 1952-53 was presented and discussed at length. Each division of the Association commented on its specific needs and explained those items which represented an increase over the previous year.

Close attention was given to the fact that, as submitted, the budget exceeded the estimated income by \$11,067.00. It was voted that this amount should be taken from the financial reserves of the Association and the budget was then adopted.

The following statement shows how the funds have been assigned.

	1951-52	1952-53
COMMISSION ON RESEARCH AND SERVICE.....	\$ 7,925.00	\$ 8,250.00
<i>Steering Committee</i> .....	500.00	500.00
Meetings.....	450.00	450.00
Clerical.....	50.00	50.00
<i>Committee on Experimental Units</i> .....	\$ 2,075.00	\$ 2,000.00
Meetings.....	500.00	800.00
Writers.....	1,375.00	800.00
Clerical and Mailing Expense.....	200.00	200.00
Printing cost for promotional projects.....	—	200.00
<i>Committee on Teacher Education</i> .....	\$ 4,350.00	\$ 4,350.00
Directing Committee.....	600.00	750.00
Council on Cooperation.....	100.00	100.00
Liberal Arts Education.....	600.00	600.00
In-Service Education.....	800.00	800.00
Teacher Education Institutions.....	600.00	600.00
Committee on Teacher Education in Complex Institutions.....	750.00	750.00
School Library Study.....	500.00	750.00
<i>Committee on Current Educational Problems</i> .....	\$ 1,000.00	\$ 1,400.00
New Studies.....	200.00	200.00
Committee on Public Relations.....	400.00	400.00
Social Experiences and Organization.....	400.00	400.00
Youth and Military Service.....	—	400.00
COMMISSION ON SECONDARY SCHOOLS.....	\$17,775.00	\$20,847.00
Office Expense.....	150.00	250.00
Office of Secretary (Salary).....	3,000.00	3,500.00
Secretarial assistance in Chicago.....	100.00	150.00
State Committees.....	8,600.00	9,547.00
Administrative Committee.....	800.00	1,000.00
Office of Chairman.....	400.00	400.00
State Committee Chairman Meeting.....	2,000.00	2,400.00
Cooperating Committee on Research.....	600.00	900.00
Activities Committee.....	900.00	900.00
Committee on Dependents' Schools.....	225.00	500.00
Report Forms Committee.....	1,000.00	1,000.00
Contingency.....	—	300.00



## ASSOCIATION BUDGET FOR 1952-53

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	1951-52	1952-52
COMMISSION ON COLLEGES AND UNIVERSITIES.....	\$13,500.00	\$14,700.00
Office of the Secretary.....	9,400.00	9,400.00
Office Expense.....	1,000.00	1,200.00
Board of Review.....	1,500.00	2,000.00
Research Assistance and Analysis of Schedules.....	1,500.00	2,000.00
Natl. Committee on Regional Accrediting.....	100.00	100.00
EXECUTIVE COMMITTEE.....	\$ 2,400.00	\$ 2,400.00
THE N.C.A. QUARTERLY.....	\$10,280.00	\$10,750.00
Clerical Assistance.....	2,500.00	2,650.00
Revolving fund.....	280.00	280.00
QUARTERLY (Issues).....	7,500.00	7,820.00
SECRETARY'S OFFICE.....	\$ 3,700.00	\$ 3,500.00
Clerical (salary).....	3,500.00	3,300.00
Revolving fund.....	200.00	200.00
TREASURER'S OFFICE.....	\$ 2,820.00	\$ 2,820.00
Clerical Assistance.....	2,400.00	2,400.00
Office Expense.....	420.00	420.00
GENERAL ASSOCIATION.....	\$ 8,000.00	\$ 8,000.00
JUNIOR COLLEGE COMMITTEE.....	\$ 500.00	\$ 500.00
COMMITTEE ON HIGH SCHOOL-COLLEGE RELATIONS.....	\$ 1,500.00	—
COMMITTEE ON INTERSCHOLASTIC AND INTERCOLLEGIATE ATHLETICS....	\$ 400.00	\$ 500.00
GRAND TOTALS.....	\$68,800.00	\$72,267.00

*Estimated Income 1952-53*

Dues.....	\$57,400.00
Sale of Manuals, Schedules, QUARTERLY.....	1,600.00
Royalties.....	1,700.00
Membership Applications.....	500.00
	\$61,200.00
<i>Estimated Deficit</i> .....	\$11,067.00

## TREASURER'S REPORT FOR THE FISCAL YEAR

July 1, 1951-June 30, 1952

R. NELSON SNIDER, *Treasurer*

THE TREASURER submits the following audit of his accounts for the fiscal year, July 1, 1951 to June 30, 1952, as reported by Koeneman, Borger, Krouse & Dinius, Certified Public Accountants of Fort Wayne, Indiana. This firm has been retained by the North Central Association to maintain a perpetual audit of the books and records maintained at the treasurer's office. The following audit is dated June 30, 1952.

Mr. R. Nelson Snider, Treasurer  
North Central Association of Colleges  
and Secondary Schools  
Fort Wayne, Indiana

Dear Sir:

We [Koeneman, Borger, Krouse & Dinius] have examined the books and records maintained at your office as Treasurer of the North Central Association of Colleges and Secondary Schools for the year ended June 30, 1952, and submit herewith our report in the following exhibits, schedules and comments pertaining thereto:

- Exhibit "A" —Balance Sheet, June 30, 1952;
- Exhibit "B" —Statement of Cash Receipts and Disbursements for the years ended June 30, 1952 and June 30, 1951;
- Schedule "B-1"—Statement of Income and Expense—General Fund—for the years ended June 30, 1952 and June 30, 1951;
- Schedule "B-2"—Statement of Expense for the years ended June 30, 1952 and June 30, 1951.

### COMMENTS ON BALANCE SHEET

*Cash on deposit—\$33,560.21*

The cash funds of the Association were on deposit at June 30, 1952 in the following banks:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$10,798.74
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	12,677.69
Continental Illinois National Bank and Trust Co., Chicago, Illinois.....	5,000.00
South Holland Trust and Savings Bank, South Holland, Illinois.....	5,083.78
	<hr/>
	\$33,560.21

The bank balances at June 30, 1952 were verified directly with the depositories and the amounts reported to us were reconciled with the amounts shown on the books.

Copies of the official receipts for cash received by the Treasurer were traced to the cash receipts records and to the records of deposits in the banks. The disbursements vouchers were examined and were found to be properly authorized. The returned cancelled checks were inspected and were traced to the cash disbursement records.

The cash on deposit includes \$14,778.89 belonging to the Liberal Arts Education Study Account and \$5,425.00 belonging to the account of the subcommittee on Institutions for Teachers' Education.

*Revolving Funds with Secretaries of Commissions—\$996.42*

The balances in the Revolving Funds held by the Secretaries of Commissions and the "QUARTERLY" office were verified by examining their reports as of June 30, 1952, as made to the Treasurer of the Association.

Disbursements from the Revolving Funds are reported periodically by the Secretaries in charge of the funds. The Secretaries are reimbursed by the Treasurer in accordance with the reports submitted.

The following amounts were reported as of June 30, 1952:

Dr. Edgar G. Johnston, Secretary, Commission on Secondary Schools	
Balance in account.....	\$114.48
Dr. Norman Burns, Secretary, Commission on Colleges and Universities	
Balance in account.....	109.42
Dr. Charles W. Boardman, Secretary, North Central Association of Colleges and Secondary Schools	
Balance in account.....	441.18
Dr. Harlan C. Koch, Managing Editor, North Central Association QUARTERLY	
Balance in account.....	331.34
	<hr/>
	\$996.42
	<hr/>

*Liberal Arts Education Study—\$14,778.89*

Exhibit "B" presents the total receipts and disbursements of the Liberal Arts Education Study Fund. It will be noted that the income exceeded the expenditures for the year ended June 30, 1952 by \$270.55, and this amount added to the balance at July 1, 1951 makes the Fund balance at June 30, 1952 \$14,778.89.

*Institutions for Teachers' Education—\$5,425.00*

The cash received for Institutions for Teachers' Education is carried as a fund balance and accordingly is not included in the income of the General Fund. During the year ended June 30, 1952, the cash collections exceeded the expenditures by \$124.94 making the fund balance \$5,425.00 as at June 30, 1952.

*General Fund—\$13,125.17*

The General Fund balance was decreased \$4,003.91 for the year ended June 30, 1952, this amount being the excess of the expenses over the income during the year. The balance in the General Fund at June 30, 1952, as shown in Exhibit "B," is \$13,125.17.

COMMENTS ON ACTIVITIES

The gross income of the Association for the year ended June 30, 1952 was \$71,497.51; of this amount \$56,857.50 represents receipts for membership fees. The expenses for the year amounted to \$75,501.42. Accordingly, the expenses exceeded the income for the year ended June 30, 1952 by \$4,003.91 as compared with an excess of income over expenses for the previous year of \$1,552.93.

A condensed summary of the income and expense in comparative form for the years ended June 30, 1952 and June 30, 1951 is as follows:

	Year Ended 6-30-52	Year Ended 6-30-51	Increase (Decrease)
<i>Income:</i>			
Membership fees.....	\$56,857.50	\$55,330.02	\$ 1,527.48
Application fees.....	570.00	700.00	( 130.00)
Inspection and survey fees.....	7,786.38	16,382.86	(8,596.48)
Sale of QUARTERLIES.....	1,471.27	1,157.14	314.13
Sale of manuals and schedules.....	285.34	270.47	14.87
Sale of Form "A-3".....	—	1,621.44	(1,621.44)
Registration fees—annual meeting.....	2,688.00	1,385.00	1,303.00
Royalties, reprints and miscellaneous.....	1,839.02	1,728.78	110.24
	<hr/>	<hr/>	<hr/>
Total Income.....	\$71,497.51	\$78,575.71	\$(7,078.20)
<i>Expenses</i> .....	75,501.42	77,022.78	(1,521.36)
	<hr/>	<hr/>	<hr/>
<i>Excess of Income Over Expenses</i> .....	<u>\$ (4,003.91)</u>	<u>\$ 1,552.93</u>	<u>\$(5,556.84)</u>

The details of the General Fund income and expenses for the years ended June 30, 1952 and June 30, 1951 are shown in Schedule "B-1." Further details of the expenses are presented in Schedule "B-2."

The Treasurer of the Association is bonded in the amount of \$10,000.00, and the Treasurer's secre-



tary is bonded in the amount of \$5,000.00. The bonds, issued by The Ohio Casualty Insurance Company, were examined by us.

## GENERAL

Our examination was confined to an audit of the cash receipts and disbursements of the Association as recorded by the Treasurer. In addition to the cash balances, the Association is said to own certain unrecorded other assets consisting principally of office equipment at various offices. No attempt was made to determine the amount or value of this equipment.

In our opinion, subject to the representations of the secretaries of the revolving funds as to balances controlled by them, the accompanying balance sheet and statement of income and expenses present fairly the financial position of the North Central Association of Colleges and Secondary Schools as at June 30, 1952, and the results of its financial operations for the year then ended, in conformity with generally accepted principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

[S] KOENEMAN, BORGER, KROUSE & DINIUS  
*Certified Public Accountants*

*Exhibit "A"*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
R. NELSON SNIDER, TREASURER  
BALANCE SHEET, JUNE 30, 1952

## ASSETS

*Cash:*

On deposit.....	\$33,560.21
Revolving funds with Secretaries of Commissions.....	996.42
Total Working Funds.....	<u>\$34,556.63</u>

<i>Total Assets</i> .....	<u><u>\$34,556.63</u></u>
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## FUND BALANCES AND LIABILITIES

Withheld taxes payable.....	\$ 211.15
Membership dues paid in advance.....	20.00
Liberal Arts Education Study.....	14,778.89
Institutions for Teachers' Education.....	5,425.00
Revolving Funds—Secretaries of Commissions.....	996.42

*General Fund:*

Balance, July 1, 1951.....	\$17,129.08
Less excess of expenses over income for the year ended June 30, 1952 (Schedule "B-1").....	4,003.91
	<u>13,125.17</u>

<i>Total Fund Balances and Liabilities</i> .....	<u><u>\$34,556.53</u></u>
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*Exhibit "B"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE YEARS ENDED JUNE 30, 1952 AND JUNE 30, 1951

	<i>Balance July 1</i>	<i>Receipts</i>	<i>Total</i>	<i>Disburse- ments</i>	<i>Balance June 30</i>
<i>1950-51:</i>					
Liberal Arts Education Study	\$12,325.40	\$ 17,256.17	\$ 29,581.57	\$15,073.23	\$14,508.34
Institutions for Teachers' Ed- ucation.....	3,600.00	7,227.50	10,827.50	5,527.44	5,300.06
General Fund.....	15,576.15	78,575.71	94,151.86	77,022.78	17,129.08
Temporary loan.....	—	1,100.00	1,100.00	1,100.00	—
Total.....	<u>\$31,501.55</u>	<u>\$104,159.38</u>	<u>\$135,660.93</u>	<u>\$98,723.45</u>	<u>\$36,937.48</u>
<i>1951-52:</i>					
Liberal Arts Education Study	\$14,508.34	\$ 16,153.22	\$ 30,661.56	\$15,882.67	\$14,778.89
Institutions for Teachers' Ed- ucation.....	5,300.06	4,424.47	9,724.53	4,299.53	5,425.00
General Fund.....	17,129.08	71,497.51	88,626.59	75,501.42	13,125.17
Total.....	<u>\$36,937.48</u>	<u>\$ 92,075.20</u>	<u>\$129,012.68</u>	<u>\$95,683.62</u>	<u>\$33,329.06</u>

*Schedule "B-1"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF INCOME AND EXPENSE—GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 1952 AND JUNE 30, 1951

	<i>Year Ended 6-30-52</i>	<i>Year Ended 6-30-51</i>	<i>Increase (Decrease)</i>
<i>Income:</i>			
<i>Membership Dues:</i>			
Universities and colleges.....	\$23,400.00	\$22,425.00	\$ 975.00
Junior colleges.....	1,987.50	2,025.00	( 37.50)
Secondary schools.....	31,470.00	30,880.02	589.98
	<u>\$56,857.50</u>	<u>\$55,330.02</u>	<u>\$ 1,527.48</u>
Application fees.....	570.00	700.00	( 130.00)
Inspection and survey fees.....	7,786.38	16,382.86	(8,596.48)
Registration fees—annual meeting.....	2,688.00	1,385.00	1,303.00
Total Fees.....	<u>\$67,901.88</u>	<u>\$73,797.88</u>	<u>\$(5,896.00)</u>
<i>Other Income:</i>			
Sale of Quarterlies.....	1,471.27	1,157.14	314.13
Sale of manuals and schedules.....	285.34	270.47	14.87
Sale of Form "A-3".....	—	1,621.44	(1,621.44)
Royalties, reprints, faculty record blanks and miscel- laneous income.....	1,839.02	1,728.78	110.24
Total Other Income.....	<u>\$ 3,595.63</u>	<u>\$ 4,777.83</u>	<u>\$(1,182.20)</u>
Total Income.....	<u>\$71,497.51</u>	<u>\$78,575.71</u>	<u>\$(7,078.20)</u>

*Expense—Schedule "B-2":*

Commission on research and service.....	\$ 3,424.70	\$ 2,967.45	\$ 457.25
Commission on secondary schools.....	17,590.92	16,980.05	610.87
Commission on colleges and universities.....	12,360.08	12,430.63	( 70.55)
Executive committee.....	2,250.54	2,201.94	48.60
Quarterly office.....	11,706.53	11,013.02	693.51
Secretary's office.....	3,173.12	3,262.54	( 89.42)
Treasurer's office.....	2,730.00	2,786.70	( 56.70)
General association.....	6,817.54	5,666.16	1,151.38
Annual meeting.....	2,841.89	2,768.91	72.98
Junior college committee.....	498.54	—	498.54
High school—college relationship committee.....	805.18	448.73	356.45
Inspection and survey expenses.....	9,883.81	16,382.86	(6,499.05)
Committee on Interscholastic and Intercollegiate Athletics.....	1,097.29	—	1,097.29
Royalties paid.....	300.09	106.54	193.55
Bank service charges.....	21.19	7.25	13.94
Total Expense.....	<u>\$75,501.42</u>	<u>\$77,022.78</u>	<u>\$(1,521.36)</u>
Net Income—(Loss).....	<u>\$(4,003.91)</u>	<u>\$ 1,552.93</u>	<u>\$(5,556.84)</u>

*Schedule "B-2"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF EXPENSE

FOR THE YEAR ENDED JUNE 30, 1952 AND JUNE 30, 1951

	Year Ended 6-30-52	Year Ended 6-30-51	Increase (Decrease)
<i>Commission on Research and Service:</i>			
Steering Committee.....	\$ 555.32	\$ 205.69	\$ 349.63
Committee on experimental units.....	936.32	639.56	296.76
<i>Committee on Teacher Education:</i>			
Directing Committee.....	—	152.87	( 152.87)
Liberal Arts Education.....	578.16	472.54	105.62
In-service Education.....	187.01	506.70	( 319.69)
Institutions for Teacher Education.....	526.03	499.86	26.17
Teacher Education in Complex Institutions.....	300.52	314.38	( 13.86)
Council on Cooperation.....	100.00	100.00	—
<i>Committee on Current Educational Problems:</i>			
New studies.....	46.83	—	46.83
Social experiences and organizations.....	194.51	—	194.51
Committee on Public Relations.....	—	75.85	( 75.85)
Total.....	<u>\$ 3,424.70</u>	<u>\$ 2,967.45</u>	<u>\$ 457.25</u>

*Commission on Secondary Schools:**Secretary's Office:*

Clerical assistance.....	\$ 2,750.00	\$ 2,849.65	\$( 99.65)
Postage and incidentals.....	147.76	106.04	41.72
State chairmen meeting.....	2,358.08	2,020.31	337.77
Secretarial assistance at Chicago.....	100.00	100.00	—
Office of chairman.....	400.00	400.00	—
State committee.....	8,504.00	8,411.00	93.00
Administrative committee.....	905.09	954.60	( 49.51)



*Committee of the Commission:*

Cooperative committee on research.....	455.36	354.42	100.94
Contest committee.....	—	748.41	( 748.41)
Activities committee.....	879.50	—	879.50
Committee on dependent schools.....	280.82	225.00	55.82
Report from committee.....	810.31	810.62	( .31)

Total.....	\$17,590.92	\$16,980.05	\$ 610.87
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*Commission on Colleges and Universities:**Office of Secretary:*

Salaries.....	\$ 8,136.93	\$ 7,460.04	\$ 676.89
Postage and incidentals.....	712.73	931.46	( 218.73)
Temporary assistance.....	25.00	699.50	( 674.50)
Board of review.....	2,014.89	1,380.17	634.72
Special studies and revision of schedules.....	1,370.53	1,959.46	( 588.93)
National committee of regional accrediting agencies.....	100.00	—	100.00

Total.....	\$12,360.08	\$12,430.63	\$( 70.55)
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<i>Executive Committee Meetings.....</i>	\$ 2,250.54	\$ 2,201.94	\$ 48.60
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*QUARTERLY Office:*

Clerical assistance.....	\$ 2,499.96	\$ 2,400.00	\$ 99.96
Postage and incidentals.....	161.16	126.82	34.34
QUARTERLY issues.....	9,045.41	8,486.20	559.21

Total.....	\$11,706.53	\$11,013.02	\$ 693.51
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*Secretary's Office:*

Clerical assistance.....	\$ 3,114.67	\$ 3,000.00	\$ 114.67
Postage and incidentals.....	58.45	262.54	( 204.09)

Total.....	\$ 3,173.12	\$ 3,262.54	\$( 89.42)
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*Treasurer's Office:*

Clerical assistance.....	\$ 2,400.00	\$ 2,400.00	\$ —
Miscellaneous.....	15.00	61.85	( 46.85)
Postage.....	45.00	45.00	—
Bond.....	45.00	54.85	( 9.85)
Audit.....	175.00	175.00	—
Notary fees.....	50.00	50.00	—

Total.....	\$ 2,730.00	\$ 2,786.70	\$( 56.70)
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*General Association:*

Traveling expense.....	\$ 1,620.99	\$ 1,276.93	\$ 344.06
Printing.....	4,423.66	4,283.96	139.70
Miscellaneous.....	772.89	105.27	667.62

Total.....	\$ 6,817.54	\$ 5,666.16	\$ 1,151.38
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<i>Annual Meeting.....</i>	\$ 2,841.89	\$ 2,768.91	\$ 72.98
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<i>Junior College Committee.....</i>	\$ 498.54	\$ —	\$ 498.54
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<i>High School—College Relationship.....</i>	\$ 805.18	\$ 448.73	\$ 356.45
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*Inspection and Survey Expense:*

Traveling expenses, editing, typing reports, etc.....	\$ 9,883.81	\$16,382.86	\$(6,499.05)
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<i>Committee on Interscholastic and Intercollegiate Athletics...</i>	\$ 1,097.29	\$ —	\$ 1,097.29
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*Other:*

Royalties paid.....	\$ 300.09	\$ 106.54	\$ 193.55
Bank service charge.....	21.19	7.25	13.94

Total.....	\$ 321.28	\$ 113.79	\$ 207.49
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<i>Total Expense.....</i>	<u>\$75,501.42</u>	<u>\$77,022.78</u>	<u>\$(1,521.36)</u>
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## PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY. Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service
  - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
    1. *Atomic Energy*, by WILL R. BURNETT
    2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
    3. *Housing in the United States*, by A. W. TROELSTRUP
    4. *Latin America and Its Future*, by RYLAND W. CRARY
    5. *Maps and Facts for World Understanding*
    6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
    7. *The Federal Government and You*
    8. *Youth and Jobs*, by DOUGLAS S. WARD
    9. *The Family and You*, by HENRY A. BOWMAN
  - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
    1. *Sprouting Your Wings*, by BRUCE H. GUILD
  - C. Pamphlets produced as outgrowths of committee studies and projects.
    1. Study of Teacher Certification.
    2. Developing the Health Education Program.
    3. Attacking Reading Problems in Secondary Schools.
    4. Developing Intergroup Relations in School and Community Life (25¢)
    5. Better Teaching Through Audio-Visual Materials. (10¢)
    6. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
    7. Cooperation between Secondary Schools and Colleges—a report prepared for the Committee on High School-College Relations of the North Central Association by Manning M. Pattillo, Jr., and Lorence Stout, University of Chicago. (15¢ for single copies; 5 or more mailed to one address 12¢ a copy).
    8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
  - D. Syllabus—*Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, Distributed free to members of the Commission and member schools
  - A. *Policies, Regulations, and Criteria for the Approved of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting* \$2.00 (unbound)
  - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
  - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.
    1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941



2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
  3. "Principles of Freedom in Teaching and Research," An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
  4. "Report of the Committee on Physical Education and Athletics," June, 1933
  5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOUTER, October, 1937
  6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
  7. "Survey of Music Education in the North Central Association," by ALBERT REIMEN-SCHNEIDER, October, 1941
  8. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
  9. "Report of the Committee on Postwar Education," April, 1946
  10. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
  11. "Know Your North Central Association," April, 1951
  12. "Revised Athletic Policy," April, 1952
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. \$5.00.
  - B. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D. C.
    1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
    2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
    3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.